

RACHEAL RENEE GLINIAK

State Delegate Candidate: North Carolina

Statement 1

What are your qualifications that make you a strong candidate for delegate?

I am a nationally certified school psychologist, and I have been a member of NASP since I was in graduate school in 2011. I have had the opportunity to attend two NASP Annual Conferences and two Public Policy Institutes. I am passionate about NASP's work and its connection with state associations. I pride myself on my ability to communicate, share resources, and connect with psychologists, state associations, and graduate programs. Last year, I created an internship survey for my entire state, created a spreadsheet of contact information from every NASP-Approved program, and shared the results of where internships in my state would be for students preparing for internships.

Over the last few years, I have gotten involved with more local, state, and national organizations, workgroups, and committees. I have served on three different district-level committees in Wayne County Public Schools. I was a Regional Representative and currently serve as the North Carolina School Psychology State Liaison for NASP's Government and Professional Relations Committee. I work closely with NCSPPA's Legislative and Public Policy Committee and the Professional Learning Committee. I am currently serving as UNCW's Graduate Student Association President, obtaining my second Master's degree in School Administration. I also served on the Legislative Committee and completed the Leadership Formation Academy for the North Carolina Psychology Association.

What is the most pressing issue in your state? As NASP Delegate, how do you see your role in working with your state association to address this issue?

North Carolina school psychologists are facing several pressing issues. Some districts are being affected financially by the December 1 headcount. Having students attend school virtually, attending on a hybrid model, and having students out on quarantine has affected the ability to complete initial referral and reevaluation assessments. Students who have these eligibility meetings out of compliance do not count for December 1 Headcount funding, which could mean there isn't enough funding to pay for positions.

MTSS teams are struggling to provide required documentation for specific learning disability eligibility. In several counties that I have spoken with, school systems and Exceptional Children departments are starting to see the impacts of the Specific Learning Disability policy changes. Many districts are trying to implement a comprehensive MTSS model. Still, IEP teams are not getting the research-based intervention data with normative progress monitoring data required to identify specific learning disabilities. School psychologists are reaching out for support and guidance to provide training and resources to their school teams.

The state is facing a shortage of school psychologists, increasing the rate of burnout seen in our districts. Several districts have seen unprecedented numbers of school psychologists leaving the district and the profession. This cycles an endless cycle of putting more work and stress on psychologists who may have already been having difficulty maintaining a balance between completing evaluations and having a comprehensive role.