SUSAN BRYANT
State Delegate Candidate: Georgia

Statement 1

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

As an experienced school psychologist and active member of our state association, I have several qualities and skills that make me a strong candidate for the position of NASP Delegate. I have served on the Georgia Association of School Psychologists (GASP) Executive Board as Region 10 Representative, Publicity Chair, External Relations Program Chair, and President (2016-17). To hone my leadership skills I have attended NASP’s Region Leadership Meetings since becoming President-Elect of GASP. Additionally, my training at NASP’s Public Policy Institute gave me the skills to advocate effectively for our profession. In the workplace, I have served as our lead school psychologist for four years and now supervise the school psychology department.

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?

I began my career as a Georgia school psychologist in 1995, and since then, I have seen the career field grow in demand. School psychologists are needed in our schools more than ever, and there are vacancies throughout our state. Student behavioral-mental health needs and academic needs have erupted since the COVID-19 pandemic, and schools are leaning on the school psychologist’s expertise to help navigate these issues. Our state’s most pressing issue is our workforce shortage and GASP identified workforce shortages as a strategic goal. Our funding ratio is 2475:1 and this has not changed since the 1980’s. New state funding structures and formulas for education are expected this legislative session. I plan to collaborate with GASP to implement varied advocacy activities such as letter writing campaigns, attendance at town halls and work groups, and meeting with local legislators to increase funding for school psychologists that gradually implements a lower ratio that is closer to NASP’s recommendation. I will continue to offer presentations on the NASP Practice Model, which is an excellent tool for promoting the reason school psychologists are essential in schools. Additionally, I would like to collaborate with the leaders of GASP and our University trainers to promote and maintain working relationships between university and field supervisors and to increase opportunities for school psychology practicum and internship students in Georgia. This is the time for growing school psychologists in Georgia.