



## President's Message

Happy 2010 KAPS members!

*Comes in like a lion and out like a lamb.* That cliché refers to March, but I wonder if it would also apply to January? The year began with frigid temperatures and snow days abound! While I enjoy snow days (very much), it does make it difficult to get back into the swing of things. Fatigue and vitamin D deficiency can make it very difficult to maintain the intense level of focus required daily of school psychologists. As Annie said, I just know "the sun'll come out tomorrow." And from there, the rat race will ensue to meet a deadline, squeeze in an IQ between ARC's, or meet with all of the teachers who need an ASAP consult because they... "have this kid." And so it goes, a day/month/year in the life of a school psychologist.

Things are going well at KAPS "headquarters." I was able to touch base with all the region representatives and officers in December and get updates on how things are going across the state, in addition to sharing what's happening on my end. This connection to you, the members of KAPS, is one of the things that I enjoy most as your president. I benefit from hearing how the roots and trunk of school psychology remain constant, while the branches vary, depending on the environment you are working in. I strive to continue to strengthen my skills as a school psychologist, and it is this connection with KAPS and you, which gives me an avenue toward continued growth.

Late Tuesday night (1-19), I received an email from NASP, detailing the most recent news on the APA-MLA front regarding the

## Misty Lay



exemption for non-doctoral level school psychologists (see Marty's information inside). My protective instincts broke through the fatigue and stress, and I immediately started to strategize on protecting the title and practice of this profession that I love. My strategy: Commitment, Connection, and Communication. We dedicate ourselves to making a difference in the lives of children and families. What better way to make a case for school psychologists around the country (and world)?

## Going to Chicago for NASP?

KAPS is inviting all Kentucky attendees to join us for a meet and greet Thursday evening. Activities will be determined based on the number of attendees. RSVP Misty at [misty.lay@bullitt.kyschools.us](mailto:misty.lay@bullitt.kyschools.us)

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## Special points of interest:

- KAPS is now on Facebook!
- KAPS Fall Conference scheduled September 8-10, Cincinnati
- NASP 2010 Annual Convention in Chicago, March 2-6
- Intro to Verbal Behavior training scheduled June 28-29, Lake Barkley State Resort Park

***“building a recommended model that includes the use of RTI or severe discrepancy to determine eligibility for a specific learning disability”***

## State Taskforce on Specific Learning Disabilities

*Misty Lay*

The Kentucky Department of Education formed a taskforce in the fall of 2010 with the purpose of “building a recommended model that includes the use of RTI or severe discrepancy to determine eligibility for a specific learning disability.” The taskforce consists of individuals from multiple-disciplines: directors of special ed, reading specialists, ELL specialists, university representatives (Murray, UK, UofL), KDE consultants, teachers, and parents. I am very pleased that KAPS and school psychologists in Kentucky also have a voice on this taskforce.

We met for three days so far and have been very productive. Tasks we have worked on include:

- Reviewing the historical background of SLD in KY
- Reviewing federal and state regulations
- Reviewing current definition of SLD
- Characterizing the differences between a student with a specific learning disability versus a student with low achievement

- Intense analysis of the pros and cons of Kentucky’s discrepancy model
- Intense analysis of an RTI-only model
- Study of 3 other state’s models of SLD (Maine, Oregon, Utah)
- Presentation of KAPS’ RTI survey – which was very positively, impressively received and is being used throughout the process
- Brainstorming and researching possible solutions to the challenges presented by RTI and the discrepancy model to ensure that the more “true positives” are identified with specific learning disabilities

We are scheduled for our next meeting on **January 27<sup>th</sup>**. I will continue to be proactive in this monumental and essential task and give you updates along with way.

## KPA Liaison

*Suzy Rogers*

As your KPA Liaison, I want to let KAPS members know that KPA no longer has the money to make more Heads Up! Kits. Anyone interested in using Heads Up! in any of their schools can now apply and get all your needed copies and other downloadable info online by going to [www.kpa.org](http://www.kpa.org) and going to the KPA Foundation link. The kits never did include the books that are read to the kids, but the titles and authors are listed in the online info. This is a great resource. The application form needs to be completed by a school psychologist, guidance counselor, or principal.

## 2010 KAPS Fall Conference

*Diane Herrick*

Mark your calendar for the 2010 fall conference!

After reviewing proposals from nearly two dozen hotels and conference centers in four cities, I'm happy to report that the dates and location for the 2010 KAPS conference have been selected! As you know, our options were somewhat restricted this year because of the impact of the World Equestrian Games; however, I feel confident that this site will suit our needs beautifully.

This fall's conference will be held in Northern Kentucky at the **Cincinnati Airport Marriott**, during the week of Labor Day, **September 8-10**. The format and schedule will be very similar to 2009's conference.

Some highlights to look forward to:

*Dr. Elaine Fletcher-Janzen*, one of our most popular speakers, is returning to KAPS and will be one of two featured presenters on Wednesday, September 8.

That afternoon, our own *Dr. Carl Myers* will offer a three-hour presentation that will fulfill the NASP ethics requirement for NCSP renewal.

A silent auction to benefit the Jennie Ewald Scholarship Fund will be held throughout the conference.

Many vendors and exhibitors will be on hand to share their information and giveaways.

Regional meetings on Thursday will provide an excellent opportunity to network and

exchange information with your peers.

The awards luncheon on Friday has become one of the most anticipated parts of the conference. Join us this year to find out why!

KAPS will be accepting Calls for Presentations (CFP) through April 1; please visit the webpage ([www.kapsonline.org](http://www.kapsonline.org)) to access the CFP form and share your expertise with your colleagues!

The Cincinnati Airport Marriott is ready to take your hotel reservations, at a deeply discounted rate of \$99 per night. Please see the flyer in this edition of the *KAPS Review* for more details. A link to the hotel's online reservation site is also posted on the KAPS webpage. A note for those whose districts pay for their hotel rooms with purchase orders: the Marriott *does* accept PO's for payment, but will require a personal credit card to make the reservation. No charges will be made to your card at that time.

Conference registration materials will be available in May. Check your email, the KAPS website, the *KAPS Review*, and our Facebook page for more updates!

**2010 KAPS Fall  
Conference:  
Cincinnati  
Airport  
Marriott,  
September 8-10**

**KAPS is now on FACEBOOK! Go to <http://www.facebook.com> to learn**

## Legislative News and Notes

Connie Adams

Happy New Year! and Welcome the 2010 KY Legislative Session!

The Session began on January 5<sup>th</sup> and will end on April 13<sup>th</sup>. March 1<sup>st</sup> is the last day for introduction of new bills in the House, and March 3<sup>rd</sup> in the Senate. The session will recess from March 30- April 9<sup>th</sup>, the Governor's veto days.

Contact information: To identify your elected officials: 1 888 VOTE-SMART. To leave a message for a Legislator: 1 800 372-7181.

The Governor highlighted education as his highest priority in his January 19<sup>th</sup> address. In the budget proposal, SEEK funds were maintained, and an additional \$150 million in bonds for building/renovating school facilities was included.

As you know HB 176, a bill creating interventions for KY's lowest performing schools, was put on a fast track and passed within one week so that it could be used to support KY's application for the federal "Race to the Top" grant.

The old "dyslexia bill" has resurfaced as HB 109, "AN ACT relating to education assessment and intervention." Our KAPS President, Misty Lay has played an instrumental role to insure that this bill represents a middle ground with reasonable mandates and timelines for assessment and RTI for both for academic and behavior problems. Misty sent everyone an update with details on this bill by email on January 14<sup>th</sup>.

We continue to support SB 12, last year's SB 175. The definition of psychological testing remains unchanged and our practice as school psychologists remains governed by KDE, not the Board of Psychology.

You have recently been contacted by your regional reps regarding HB 51, "AN ACT relating to suicide prevention training". This will require every public middle and high school administrator to disseminate suicide prevention awareness information to all middle and high school students by September 1, 2010 and annually thereafter. If this passes, I see it as an opportunity for you to become involved in a district-wide initiative in your district. I believe that school psychologists are well trained to assume leadership roles with this endeavor.

We are watching SB 91, "AN ACT relating to preschool". The bill would amend the funding basis for preschool programming by removing a negative adjustment for districts implementing RTI that has resulted in reductions in students identified for special education with negative funding consequences.

NASP update on the APA Model Act: The MLA proposed for adoption by APA's council of Representatives continues to contain language to restrict the title of school psychologist /certified school psychologist to those with doctoral degrees, certified by state education agencies, and using the term only during practice in the public schools. Specialist level school psychologists certified with state education agencies would be permitted to use the terms psychology and psychological in their title, but not school psychologist. NASP leadership is monitoring this very closely and KAPS is poised for actions when indicated

Finally, I had the privilege of representing KAPS in Misty Lay's place at the KY Mental Health coalition meeting on 12/9/09. Significant investment in behavioral health is their priority for 2010, specifically investing in Medicaid and increasing state revenues to eliminate budget cuts and provide sufficient funding to accomplish this priority. Other advocacy initiatives of the coalition include excluding the death penalty for severely mentally ill persons, increasing employment opportunities for individuals with disabilities, restoring the voting rights of persons who have completed their criminal sentences, increasing funding for substance abuse treatment and the availability of community based programs, establishing funding for gambling prevention and treatment, requiring school based suicide prevention training, expanding domestic violence protective orders to allow filing by partners, requiring private insurers to pay for Autism treatments, and bringing KY children who are hospitalized out of state home for treatment in our state. Commissioner Stephen Hall shared his vision for Kentucky, stressing the importance of spending money on prevention of substance abuse, rather than on the costs of legal and criminal consequences. He also noted that we are losing state money by sending our children out of state for treatment rather than developing treatment options in KY.

I urge each one of you to maintain a watchful eye on the legislature, let us know if you encounter anything of concern to school psychologists, and to act quickly when contacted by KAPS leadership regarding state or national issues.

**To identify  
elected  
officials:**

**1 888 VOTE-  
SMART**

## Media and Adolescents

Dan Florell

On a typical stroll through the university's campus, I can't help but notice that there is very little face to face interaction going on. There are students on their cell phones and iPods. Other students are sitting on benches on their laptop and Wi-Fi connection. This does not seem to be behavior unique to college students. I see some of the same behavior in middle and high school students and their use of media.

One of my standard interview questions for the middle-school students I assess asks what they like to do in their free time. Over the past decade the answer has changed from playing with friends to playing video games or going on Facebook. My observations of the increased media landscape were confirmed this month as the Kaiser Family Foundation came out with a report on media usage among adolescents. The report, *Generation M2 Media in the Lives of 8-18 Year Olds*, has some revelations regarding media usage and multi-tasking among today's youth beyond what I would have suspected. Overall, youth spend over 7 ½ hours per day using media or 52 ½ hours per week. The most favored media content is TV at 4 ½ hours per day followed by music/audio, computer, and video games. All of these areas have increased by 45 minutes per day compared to adolescent usage ten years ago. The use of print and movies are the only media surveyed that actually declined in the past decade.

The increased media consumption is in large part due to the mobility of media. Now a person can watch a TV show anywhere and at any time through the Internet, downloaded onto smart phones, and/or recorded on a DVR. Most adolescents own media friendly devices. Seventy-six percent of adolescents own iPods, 60% own cell phones, and 29% own laptops.

It's not just adolescents' ever increasing use of media that is remarkable but that this generation watches more than one type of media at a time. If multi-tasking media is factored in, adolescents are spending 10 hours and 45 minutes on media use per day. The increasing use of media and multi-tasking are worrying trends when considering factors that affect learning.

Heavy media usage is having a major impact on student learning. Students who engage in heavier media usage are more likely to have poorer grades than light media users. The heavy users also have poorer parent relations and are unhappy at school. The constant stimulation means that heavy users become bored quickly and are more likely to get into trouble.

There are a couple of possible reasons for why heavy media users experience such negative academic and social outcomes. The first is lack of sleep. Adolescents often do not get the optimal amount of sleep even before the media proliferation of the last decade. However, the increased usage has likely pushed the sleep deficit even higher. Sleep deprivation makes it more difficult to retain information and can result in personality changes. These outcomes appear to mirror those of the heavy media user.

Another possible reason is the overuse of multi-tasking. Multi-tasking is deceptive in that it feels like more is getting accomplished. However, research indicates that multi-tasking is an inefficient strategy and that most information processing is conducted at a surface level of thinking and not the deep thinking that is needed in today's school environment. Multi-tasking, especially with media, wires the brain to expect constant stimulation. The result is students having difficulty focusing in a school environment when there is not constant stimulation or deep thinking is required.

The good news from all of this is that parents and teachers can still make a difference. Students whose parents make an effort to limit media use, through the media environment they create in the home and the rules they set, spend less time with media than their peers. This results in better academic and social outcomes. I would encourage school psychologists to ask some informal questions when they are assessing adolescents to find out more about their media usage. It could provide some good insights regarding why students are struggling in school.

***“Students who engage in heavier media usage are more likely to have poorer grades than light media users”***

## NASP Delegate Message

Marty Dunham

Hello KAPS Members. I hope you enjoyed the Holidays and a few snow days since then. You probably heard or read that the *U.S. News and World Report* ranked school psychology as a top 50 job—I suppose it is always helpful to know that the profession is considered economically robust (in addition to being critically important for the lives of children across the country). There are currently 280 NASP members in Kentucky and over 24,000 total—nationally, our membership is up 2% from this time last year. However, NASP is fiscally conservative, and we continue to hold virtual meetings to save money.

In short, the proposed MLA attempts to limit the title exemption to only those holding a doctoral degree and does NOT reflect the position of NASP and other school psychology organizations. If the MLA in this form is adopted by APA's Council of Representatives, it is expected to be introduced in states and the title of school psychologist and our needed services will be at risk. This will result in state by state battles to retain our title and practice. NASP's position is that the title "SCHOOL PSYCHOLOGIST" may be used at the specialist and doctoral levels and that school psychologists may engage in practices for which they are credentialed and well-qualified.

Additional information on the MLA will be forwarded to you from NASP, Patti Harrison, or me as it becomes available. Rest assured that NASP will continue to work diligently and forcefully to maintain the exemption and resist the MLA as it is currently proposed.

I have a few new things to report from NASP—in addition to the large searchable database available through the website, NASP has a new research webpage which provides information about school psychology salary and demographics, research regarding the impact of school psychological services and evidence-based programs in schools, and information needed to advocate for the profession. This information is available at [nasponline.org/advocacy/researchmain.aspx](http://nasponline.org/advocacy/researchmain.aspx). NASP continues to produce monthly podcasts. The most recent podcast of *What is New and Noteworthy at NASP* along with new podcasts regarding military families is available at [nasponline.org/resources/podcasts.index.aspx](http://nasponline.org/resources/podcasts.index.aspx). The Multicultural Affairs Committee has developed a number of interesting articles on equity, disproportionality, the need for cultural responsiveness, and homeless children. These are available at [nasponline.org/resources/culturalcompetence/cultcomppractice.aspx](http://nasponline.org/resources/culturalcompetence/cultcomppractice.aspx). Lastly, NASP offers access to the EBSCO online library, which houses over one million articles from six databases. A yearlong subscription is available for \$44 for a few more weeks and includes a new mobile application.

- NASP's revised training standards and revised ethics will be presented for approval at the Delegate Assembly meeting in March 2010. Our first reading of these revisions was in July 2009 at our summer DA meeting in Bethesda. Since then, delegates and members had a chance to review and comment on the proposed changes.
- NASP's summer conference will be held in Denver July 12 -14 and in Nashville July 26-28.
- Lastly, Senators Landrieu (D-LA) and Graham (R-SC) invited a representative from NASP to testify before a Subcommittee on Disaster Recovery. Prepare Workgroup Chair Melissa Reeves testified before this committee December 10, 2009.
- Early registration for the 2010 Annual Convention in Chicago ends February 2. The Convention, which will be at the Hyatt Regency, runs March 2-6. Keynote addresses will be presented by Alexa Posny, assistant secretary for Special Education and Rehab Services, and Salome Thomas-El, educator and author. Chicago is not that far from most Kentucky school psychologists. Paducah now offers daily flights to Chicago for around \$200, and Amtrak runs to Chicago daily (at least from the Western end of the state) for about a quarter of that.

Regarding the MLA, here is a slightly shortened version of what NASP delegates received from Patti Harrison on January 20, 2010:

- During fall 2009, APA's MLA Task Force prepared its final report and its proposed MLA. The APA Board of Directors accepted the Task Force's materials for inclusion on the agenda for the next APA Council of Representatives Meeting (February 19-21, 2010)
- In the MLA proposed for adoption by APA's Council of Representatives, language regarding the school psychologist exemption at the doctoral level is comparable to language included in the spring 2009 public comment draft. That is, restriction of the use of the title *school psychologist* or *certified school psychologist* to only those individuals who have a doctoral degree in psychology, are certified by the state education agency, and are using the terms only during their practice in the public schools. This restriction of the title to only those at the doctoral level is, of course, unacceptable to us.

## Big East/Kentucky Valley Region Spotlight-Martón County

Paul Baker

### Little WISC on the Prairie

When I was asked to do this article, I was told to provide the reader with a window into the world of a school psychologist practicing in a rural district. Being a rural school psychologist is a lot like being the doctor on “Little House on the Prairie”, who coincidentally enough was named, Doc Baker.

We both travel great distances to see our “patients” with our little black bags in tow. However, considering the fact that I work in a rural district, I am pretty lucky in this respect; my longest between school commute is only about half an hour, considering that some between school commutes can be as far as an hour or more one way.

We both have to be ready for an assortment of conditions, so there really is no room for specialization. Finally, we both rocked that late 19<sup>th</sup> century bow-tie vest combo!

Before I seriously and openly discuss the rural school psychologist experience, let me fill you in on where I work. The Martin County School District is located in a rural county in the eastern part of the state bordering West Virginia. It is a small school district, consisting of 6 schools: 3 elementary, 2 middle, and 1 high school.

The total enrollment as of this year’s child count is 2,118. The number of students receiving special education services is 448, which constitutes 21% of the total enrollment. The percentage of students receiving free and reduced lunch represents 69 percent of the total student body. The ethnicity data shows the school population to be primarily white with less than 1% indicating otherwise.

Like most school psychologists, I spend a great deal of my time conducting assessments. Over the past 4 and half years I have averaged 76 evaluations per school year. We have also used an independent contractor which worked out to about 25 evaluations a year. However, due to the tightening of the financial belt that most districts are experiencing, I will be doing more evaluations this year.

Another area that I focus heavily on is team based problem solving. I currently serve on 3 problem solving teams; one at every elementary school. In this capacity, I often serve as the chair, in addition to providing my knowledge on behavioral and mental health concerns.

The third area that I spend a great deal of effort in is helping to develop Martin

County’s RTI program. In this area, I provide training to staff on RTI and its related components (e.g. progress monitoring). I am also currently working with elementary teachers in developing sound progress monitoring of academic interventions through the use of Curriculum Based Measurements in their classrooms.

Finally, I serve as a liaison between the school system and the community mental health center which provides school based therapy in Martin County. In this role I serve to aid the therapists’ understanding of the school culture, as well as describing the mental health services to school staff.

As you can see I am involved in a wide range of endeavors to improve the likelihood of success for the students I serve. This brings me back to point that I attempted to make earlier, that a rural school psychologist must be agile, mobile, and versatile.

***“Being a rural school psychologist is a lot like being the doctor on Little House on the Prairie”***

## More Legislative News

*Misty Lay*

As you know, the Kentucky General Assembly has begun its 2010 Regular Session. I wanted to touch base with you, as KAPS members, and assure you that KAPS is carefully watching the legislative calendar and bills which are introduced that may have an impact on children, education, mental health, and school psychology. From time to time in the next several months (it's a long session this year), you may be contacted by either me or your region representative with a legislative alert for action. Over the past two years, the legislative efforts and contacts you have made through KAPS has made a tremendous impact. During a few of my direct contacts with legislators and other coalition groups, I've been told, "Wow, we just couldn't ignore those school psychologists!" How awesome is that - for a group of our size? There are a couple of bills I want to make you aware of today. The first is Senate Bill 12, which is the same as 2009's SB 175, which KAPS supported. There has been some confusion about this bill in the past as it includes language regarding "psychological testing" under the scope of practice. However, the definition in statute remains unchanged. The practice of school psychologists and school guidance counselors remains unchanged. We will continue to be under the jurisdiction of the Department of Education, not the Board of Psychology. To view, follow this link: <http://www.lrc.ky.gov/record/10rs/SB12.htm>.

***To leave a  
message for a  
Legislator:***

***1 800 372 7181.***

House Bill 51 would require every public middle and high school administrator to disseminate suicide prevention awareness information to all middle and high school students by September 1 each year. <http://www.lrc.ky.gov/record/10RS/HB51/bill.doc>

House Bill 109: This is one that KAPS has really worked on since last summer. Very rigorous and ambitious, but this is what it says: The bill will add definitions to the Kentucky Revised Statutes (KRS) Chapter 158 that will include "aphasia," "dyscalculia," "dysgraphia," "dyslexia," "phonemic awareness," and "scientifically based research". This requires the Kentucky Board of Education to share regulations to implement district-wide use of K-3 response-to-intervention system in reading by August 1, 2011, in mathematics by August 1, 2012, and behavior by August 1, 2013; require the Department of Education, on or before January 1, 2011, to make available technical assistance, training and a Web-based resource to assist all local school districts in the implementation of the system and instructional tools based on scientifically based research; require the department to collaborate with other state agencies and organizations, like the Kentucky Collaborative Center for Literacy Development, the Kentucky Center for Mathematics, the Kentucky Center for Instructional Discipline, the Education Professional Standards Board, the Council on Postsecondary Education, and postsecondary teacher education programs; require conformity with 20 U.S.C. 1414(a)(1)(E) for initial evaluations of students with suspected disabilities; (screening of a student to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education) require the department to report to the Interim Joint Committee on Education on implementation by November 30, 2011, and annually thereafter; amend KRS 157 to conform with the federal definition of a "specific learning disability", which includes dyslexia. Here's the link : <http://www.lrc.ky.gov/record/10RS/HB109.htm>.

KAPS officers and members of the Executive Council will continue to monitor each of these bills (and any others which may come up) as they progress through the legislative process. It is still very early and things change as amendments and changes in language occur.



## Introduction to Verbal Behavior

*Randle Potts*

Introduction to Verbal Behavior: Teaching Communication Skills to Children with Autism and Other Development Disabilities

The Calloway County Regional Training Center and the West Kentucky Special Education Cooperative are pleased to provide a two day training by Dr. Vincent J. Carbone, Ed.D, BCBA. The training will address the behavioral approach to teaching communication skills to students with autism and developmental disabilities. This session is recommended for educators, parents, behavior therapists, speech language pathologists, and other related professionals. While there is no cost for the two day session, registration is required to ensure adequate materials are available. EILA credit will be provided. The session may be attended as a "stand alone" PD, is designed for unlimited group presentation and audience size typically ranges from 150 and above. Contact Susan Clifton, [susan.clifton@wkec.org](mailto:susan.clifton@wkec.org), or Nancy Lovett, [nancy.lovett@coe.murraystate.edu](mailto:nancy.lovett@coe.murraystate.edu) for additional information.

Date: June 28-29, 2010

Time: 8:30-5:00 Central time

Location: Lake Barkley State Park - Cadiz, KY 42211

Presenter: Dr. Vincent J. Carbone, Ed.D, BCBA

***Save the Date!***  
***June 28-29th,***  
***Lake Barkley***  
***State Park***

**\*In order to prepare material for this training, you MUST register.**

Register online using this link:

<http://wkec.org/dev/component/chronocontact/?chronoformname=carbone>

For more information about the meeting location for directions, follow this link:

<http://parks.ky.gov/findparks/resortparks/lb/>

### More information on Location:

Lake Barkley is located 30 miles west of Hopkinsville.

55 miles east of Paducah.

90 miles north of Nashville's International Airport.

Approximately 90 miles south of Evansville, Indiana.

191 miles from Louisville, Kentucky.

227 miles from Frankfort, Kentucky

If you want to contact the park directly:

### Contact Information

Lake Barkley State Resort Park

3500 State Park Road

Cadiz, KY 42211-0790

Telephone: 270-924-1131

Toll Free: 800-325-1708



## 2010 Winter Edition

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*Kentucky Association for  
Psychology in the Schools*



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## Marriott CINCINNATI AIRPORT

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KAPS would like to welcome Lauren Martin as the new Chair of Public Relations Committee! We look forward to working with you, Lauren. If you need to reach Lauren for public relations information, contact her at

[Lauren.Martin@bullitt.kyschools.us](mailto:Lauren.Martin@bullitt.kyschools.us)

**Announcement:** Tazewell County Public Schools is accepting applications for one (1) school psychology intern for the 2010-2011 school year.

**Description:** Approximately 6,500 students are enrolled in TCPS which is comprised of 9 elementary, 3 middle, and 3 high schools as well as a career and technical center. TCPS is nestled in the beautiful Appalachian mountains of rural southwestern Virginia and is within a few hours' drive of several small- and mid-sized metropolitan areas (Roanoke, Raleigh-Durham, Charlotte, Charleston, WV, and Kingsport, TN) and is within a day's drive of Washington, DC.



**TAZEWELL  
COUNTY  
PUBLIC  
SCHOOLS**

**Salary:** \$32,842.00 (no benefits)

**How to Apply:** Interested applicants should submit the following materials: Letter of intent – Include needs for internship, such as number of hours, types of experiences, amount and type of supervision, etc. Vita Detailed list of practica experiences (if not already included on Vita) Graduate and undergraduate transcripts (copies are acceptable) Three letters of reference (**Note:** One of the three letters of reference should be from an instructor in the candidate's school psychology program. The instructor should provide an appraisal of the candidate's performance in the school psychology program of studies. This letter must be sent from the professor directly to the address below.)

All materials should be mailed to: Kurt Metz, PhD, ABSNP, School Psychologist, Tazewell County Public Schools, Post Office Box 927, Tazewell, VA 24651

Application materials will be accepted until position is filled.

**The Tazewell County Public School System does not discriminate on the basis of gender, race, age, color, religion, handicapping condition, or national origin in employment or in educational programs/activities. The following persons have been designated to handle inquiries regarding the non-discrimination policies: Julia Butler, Supervisor of Human Resources, and George Godbey, Alternate Compliance Officer. Viola Snow, Section 504 compliance. These persons may be reached at the Tazewell County School Board, 209 West Fincastle, P.O. Box 927, Tazewell, Virginia 24651-0927, (276) 988-5511.**