

Maryland Delegate Candidate—Stephanie Livesay

NASP recently adopted its 2010 *Model for Comprehensive and Integrated School Psychological Services*. What steps would you, as state delegate, take to use the 2010 model to best solidify the professional identity of school psychologists and ensure access to school psychological services by all children, families, and schools?

The 2010 Model for Comprehensive and Integrated School Psychological Services (NASP Practice Model) is an extremely important tool for school psychologists, including local, state, and national leaders. The model's ten domains are strategically grouped under *practices that permeate all aspects of service delivery, direct and indirect services for children, families and schools, and foundations of service delivery*. The model states that every school psychologist should have at least a basic knowledge in each of the ten domains. Adhering to Principle 6, school psychologists continually seek professional development to improve their skills so that delivery of services can be effective for students, families, and schools. As President of the Maryland School Psychologists' Association (MSPA), I have strategically created opportunities for school psychologists to gain skills that enable them to implement the model. This work has been accomplished through the newsletter, e-communications, website, professional development opportunities, and partnering with various state and local agencies to support the work of school psychologists. As Maryland's NASP Delegate I will work with Nick Silvestri, current NASP Delegate, to assist the leaders of MSPA to address the Domains of Practice as outlined in the model and the Organizational Principles the model was framed on, by continuing to implement the efforts that have already begun under my leadership as MSPA President. Given that I have a solid relationship with MSPA leaders and Nick Silvestri, this will be an attainable task.

At November's NASP Northeast Regional Meeting, several MSPA leaders and I created a long-range plan for the integration of the Practice Model throughout Maryland. That plan incorporates a multi-pronged approach by which MSPA Board Committees will address the roll out of the model in Maryland. As an example of addressing Principles 1, 2, and 3 of the model, MSPA's Legislative Committee has already begun working with legislators on various issues that affect school psychologists' practice. One of those issues is the "five day rule" that stipulates that parents must receive reports and materials to be discussed at IEP meetings five business days in advance. MSPA surveyed its members about how this legislation affects school psychologists' practice and services to students. Based on the information from the survey, I met with the Maryland State Delegate who introduced the "five day rule" bill. After careful and considered dialogue about the ramifications of the law on the provision of the highest quality services to students and families, and reinforcing that parents are equal partners in the IEP process, the Delegate agreed to take MSPA's input into consideration. After further dialogue, the Delegate has agreed to work with me on a proposal to amend the law.

In January, MSPA is hosting its Legislative Breakfast with Maryland Legislators. At that time MSPA members will be talking with legislators about the Practice Model. That

afternoon, the MSPA Board will hold a board meeting at the headquarters of the Maryland State Education Association (MSEA). We will be doing a presentation for the MSEA leaders about the model. We will also talk about our plans for the model roll out and support we hope to garner from MSEA in that process. In addition, MSPA's Professional Standards Committee will report on its efforts to collect information from members for the development of the vision, mission, core values, and strategic objectives, and plans for hosting a leadership conference with leaders from across the state to discuss the incorporation of the model at the local and state levels.

In order to provide support for school psychologists and local associations, I created a new MSPA ad-hoc committee. This ad-hoc committee is called "Assistance to Locals" and is already in the process of making contact with representatives in each district to get input on the strengths, weakness, and functions of their local associations or their desire to create a local association where one does not exist. I hope to use this information to begin a conversation about the support local associations have given their school psychologists in implementing the Practice Model, as well as their efforts to inform local leaders at boards of education and unions about the model.

As current MSPA President I have proven that I have the ability to work with others to take action on behalf of school psychologists in Maryland. Under my leadership, MSPA has been a frontrunner in actively addressing the NASP Practice Model to support and improve the delivery of school psychological services across the state. As Maryland's NASP Delegate I will continue to work tirelessly to ensure that this important progress continues.