

**MICHAEL T. MANIS**  
**State Delegate Candidate: Indiana**  
*Statement 1*

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

I believe that there are a variety of factors that make me a strong candidate for this position. Professionally, I have been a practicing school psychologist for 17 years. This has allowed me to have a range of experiences across all domains of practice, which I believe is important to any leadership role. In addition to school practice, I was a private practice behavioral therapist for 13 years. I believe that also gives me additional insight into clinical domains and how outside practitioners view school psychologists and the school systems. This helps to understand how both may work better collaborate to maintain consistency of care. I have maintained fervent dedication to continued growth through professional development and learning opportunities. This includes regularly attending the NASP annual conference, attending my state-level association conference, as well as any other opportunities presented. I recently completed a diplomate certification program in school neuropsychology, as one other example. I strive to maintain high professional and ethical standards, which includes maintaining my NCSP credential continuously since graduate school. Lastly, I simply have an uncommon dedication to promoting the field of school psychology and achieving parity with other domains of physical and mental health. I have become involved in my state association (IASP) in sitting on our Advocacy and Collaboration committee. I was also recently elected to the Board of Directors of IASP.

**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?**

When it comes to pressing issues, it is difficult to narrow it down to just one. That said, the shortage of school psychologists cannot be understated and is arguably the one issue that affects all others. As a subset of that, in Indiana, it is most common for school psychologists to be placed on a teacher contract rather than administrative or some other designated category. This is extremely problematic as that often binds school psychologists' salaries and benefits to those negotiated by teacher associations as a part of their master agreements. In addition, it is not uncommon for those salary schedules to be absent of scales related to education level, i.e. M.A., Ed.S. So, it commonly occurs that school psychologists, who often attend higher education for a minimum of 7 years and have 3 degrees, are offered a salary that is the same as a bachelor's level teacher. This practice makes it completely illogical, economically, for most to even want to be a school psychologist in Indiana. I am under the belief that we have relatively little chance to adequately address the shortage problem until we correct this common practice.