



NAPSA news

National Association of Pupil Services Administrators Spring 2010



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NAPSA MISSION

NAPSA's mission is to advocate success for all students by providing leadership, support and professional development to school administrators responsible for pupil services programs, within the context of educational settings.

NAPSA VISION

NAPSA is a nationally recognized Association whose members are committed to developing and implementing public education policy that promotes excellent programs and services essential for student success.

NAPSA FIGHTS APA'S PROPOSED MLA REVISIONS

by Jan Siegel and Monica McHale-Small

In February, NAPSA joined dozens of other state and national advocacy organizations, education associations, and school districts to formally state our opposition to the American Psychological Association's proposed revisions to their Model Licensure Act. The MLA has long served as the framework for state licensure agencies' policies regarding licensure of psychologists. Despite vocal opposition from APA's own Division 16, the division for School Psychology, the MLA Task Force recommended language that would have prohibited the use of the title, school psychologist, for individuals not holding a doctoral degree in the field.

At present, close to 75 percent of practicing school psychologists are trained at the specialist level. Educational specialists earn between 45 and 60 graduate credits, specifically structured around the skills and knowledge necessary for practice in public schools. Removal of this exemption would have left public schools scrambling to find individuals to fill these very specialized roles. The MLA Task Force's recommended changes would have had a serious negative impact on children.

As a direct result of the outcry of organizations such as NAPSA, the APA's Council of Representatives finally voted at their February 2010 meeting to modify the language of the MLA to recognize the authority of state credentialing agencies, which govern the practice professionals serving schools, to continue to do so. Melba Vasquez, APA's President-elect, described the process leading to the modified language as intense, emotional and challenging. The language that now stands, "does not mention the title 'school psychologist', so APA is not explicitly allowing the use of the title -- but we're not forbidding it either".¹

Had organizations like NAPSA not joined forces to state their vehement opposition to this proposed change, it is likely the MLA Task Force's recommendations would have passed.

Had organizations like NAPSA not joined forces to state their vehement opposition to this proposed change, it is likely the MLA Task Force's recommendations would have passed. Public schools and school psychologists would have been left in the lurch and struggling to figure out how to meet the needs of the children they serve. Many educators were completely unaware of the unfolding drama and its potential impact. The entire incident speaks to the importance of advocacy organizations like NAPSA and to the positive power of uniting around a cause.

¹Melba Vasquez in a February 21, 2010 email to MLA Task Force members. Accessed on April 10, 2010 on the NASPA Website, http://www.indiana.edu/~div16/MLA_decision_Process.pdf

President's Message

MESSAGE FROM NAPSA PRESIDENT, ETHEL KOZLIK

It's all **Connected!**



It's all connected! Spring officially arrived on March 21st, which calls to mind renewal, hope and connection of the seasons of life. Throughout the winter months, your Napsa Leadership team has been at work planning for an exciting new conference. The direction for this conference is captured in our theme - *GPS: Guiding Pupils to Success!* In addition to this, let me mention some recent initiatives that Napsa been involved with. First of all, April is Autism awareness month. The leadership at Napsa has been working with the idea Partnership to create an Autism Spectrum Disorders (ASD) Collection. Stay tune for more information through the Napsa website and membership emails. If you are not yet familiar with www.ideapartnership.org , please take a moment to familiarize yourself with this fine website. Information is free and has been vetted by the United States Office of Special Education Programs.

Napsa believes we need to transform the reauthorization of Elementary and Secondary Education Act (ESEA) into legislation that meets the needs of all learners. We support the term “specialized instructional support services” to better align ESEA and IDEA. Personnel in ESEA are identified as “pupil services personnel” and as “related services personnel” in IDEA. We also support the National Alliance of Pupil Services Organizations (NAPSO) view that any list of related services personnel should not be exhaustive. If students require service providers to assist them to be successful, school districts should provide those services within reason.

Considering the scope of related services across the nation, Napsa endorses an Office of Specialized Instructional Support Services within the USDOE. The purpose of this office would be to administer, coordinate, collaborate and implement school-based programs delivered by trained and qualified (licensed or certified) practitioners.

Similar to the tenets espoused by Adelman and Taylor at UCLA, we urge Congress to mandate these support services into the development of all local education agency plans. Despite the current economic climate, we must also ensure the continuation of professional staff development with strong consideration given to parent training. Instructional support personnel must be integrated into the general education program under ESEA to forge a unified and positive support system for all learners under our aegis.

Secretary Arne Duncan on March 17, 2010 testified on a blueprint for Reauthorizing ESEA. The focus of his blueprint centered on 1) raising standards 2) rewarding excellence and growth, and 3) increasing local control and flexibility while maintaining the focus on equity and closing achievement gaps. Time and the political will of our legislators will dictate the revised underpinnings of ESEA. More in the near future!

Planning ahead for fall? Napsa's 2010 National Conference will be held at the Baltimore Marriott Inner Harbor at Camden Yards from October 24th-27th, 2010. We promise an exciting conference with timely topics and excellent speakers. Stay tuned for additional information, which is sent to members electronically and posted on our website.

Sincerely,

Ethel

Ethel Kozlik, Ed.D.
Napsa President

EXECUTIVE DIRECTOR'S MESSAGE

by Wayne D. Fausnaught, Executive Director

I sincerely hope the 2009-10 school year has been rewarding for you. It has been an extremely busy year for NAPSAs. In October, the annual conference was held at the Peppermill Resort in Reno, NV. Although attendance was light, it was a successful conference with informative and relevant presentations. The conference evaluations were extremely positive.

The 2010 conference will be held at the Marriott Baltimore Inner Harbor on October 24-27. The Executive Board is collaborating with members of TAPSA to plan the conference. It promises to be an outstanding conference. Inner Harbor is a great location with a myriad of attractions and activities for everyone. Plan to attend!

The NAPSAs Board continues to be committed to keep its membership current on relevant policies and issues affecting pupil/student services. We encourage you to visit the "members only" section of the website on a regular basis. There are NAPSAs Legal/Public Policy updates provided by Dr. Ted Kozlik, minutes from the latest Executive Board meetings and other relevant information on the site. NAPSAs TIDBITS is emailed monthly to the membership. When your email address changes, it is important for you to inform me.

NAPSAs is encouraging more states to become affiliate members. The current affiliates are Tri-Area Pupil Services Directors, which includes Virginia, District of Columbia and Maryland, New York, Ohio and Pennsylvania. If your state organization has any questions about becoming an affiliate, please contact me. If you do not have a state organization, we are ready to help you organize one.

There are numerous challenges for pupil services administrators and our schools. NAPSAs is committed to assisting its membership meet the challenges. I encourage you to get actively involved in your national organization.

NAPSAs PARTNERS WITH LDA AT SLD SYMPOSIUM

In February 16th, NAPSAs trustee Monica McHale-Small presented with Brad Hale, Professor of School and Neuropsychology at PCOM, at an LDA Summit on Specific Learning Disabilities: Evaluation, Identification and Service Delivery. The Symposium was held in Baltimore on the day prior to the opening of the LDA National Conference. In addition to the LDA Executive Board and Regional Representatives, the audience included representatives from numerous research and advocacy organizations which serve individuals with learning disabilities. The expert panel presenting at the symposium included, in addition to Drs. Hale and McHale-Small, Dawn Flanagan and Sam Ortiz from St. John's University, Ken Pugh from Yale University; Michele Mazzocco from the Kennedy Krieger Institute, Larry Silver from Georgetown University and Jo Anne Simon, legal and legislative consultant to LDA.

NAPSAs involvement with the project began when Dr. McHale-Small became aware of Dr. Hale's survey of experts in the field of learning disabilities. The purpose of the survey was to gather data for the writing of a white paper on SLD identification. More than 50 widely recognized researchers in the field participated in the project. NAPSAs will be providing its membership with a copy of this white paper in the near future. The paper summarizes the research on best practices in SLD identification.

With the permission of Dr. Hale and LDA President Pat Lillie and the support of NAPSAs, Dr. McHale-Small modified the survey and disseminated it electronically to the NAPSAs membership. NAPSAs members completed the survey and passed it along to other interested stakeholders. Close to 700 practitioners (psychologists, pupil services administrators, special education administrators, learning disabilities specialists and others) completed the NAPSAs survey before the closing date of February 1, 2010. The results were largely in sync with those of the experts. In general, practitioners agree that response to intervention is an essential component of SLD identification but that it is not sufficient to identify the deficits in basic psychological processes that negatively impact learning. Dr. Hale and Dr. McHale-Small's power point can be found on the NAPSAs Website.



from left to right
Seated: Pat Lillie, Dawn Flanagan,
Michelle Mazzocco, Jo Ann Simon
Standing: Brad Hale, Ken Pugh,
Monica McHale-Small, Sam Ortiz

LEGISLATIVE UPDATE

by Ted Kozlik, Policy and Legislative Liaison - NAPSA

SCHOOL BASED HEALTH CARE:

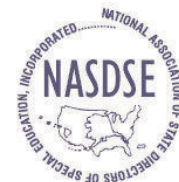
In a close vote, the House voted 219 to 212 to pass the Senate's Patient Protection and Affordable Care Act (HR 3590). The Senate bill includes two important provisions for school-based health centers. There is language authorizing a federal SBHC grant program that would provide \$50 million over five years and an emergency appropriation that would provide \$200 million for SBHCs over two years.

It is purported that school-based health centers provide more than one million children and adolescents access to comprehensive medical care, mental health services, preventive care, social services, and youth development. These services are provided without concern for students' ability to pay and these services are administered in the schools.



IDEA PARTNERSHIP UPDATES:

NAPSA and the constituents of NASDSE meet on March 24-26, 2010 to continue their work, research and sharing of ideas to enhance student learning. The IDEA partnership is the federal government's investment in stakeholder engagement. NASDSE sponsors the Partnership project, which brings stakeholders into the work of states in a collaborative manner. The range of stakeholders involved in the Partnership (policymakers, families, advocates, administrators, teachers and other educators) work together to maximize outcomes for individuals with disabilities. Thereafter, the national organizations and states share the lessons learned with their constituents to enhance teaching and learning. NASDSE's primary goal is to improve educational results for children with disabilities through education reform.



PUPIL RESTRAINTS:

Preventing Harmful Restraint and Seclusion in Schools Act passed in the House. If enacted, the law would ban the use of mechanical restraints such as strapping children to chairs and it prohibits restraints that restrict breathing. The law would ban the use of medications to control behaviors that were not prescribed by a physician. Staff members would not be able to deny students water, food, clothing or access to toileting facilities to control behaviors.

GUIDANCE COUNSELING:

In a survey funded by the Bill and Melinda Gates Foundation, researchers noted that 67% of 600 young adults believed their high school guidance counselors had done a fair or poor job of deciding on the right postsecondary school. The study also found that students who received perfunctory counseling in high school were more likely to delay college.

Of equal importance, the report notes that the average counselor case load across the nation is 265. Ratios are two to three times higher in some states. In its conclusion, the study recommends that college-bound students need better advice from adults when they are in high school, "students deserve the opportunity to talk seriously with adults such as counselors, teachers, family members and others." In essence, students need practitioners with the skills and time to guide them through this period of college decision and life change.



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Upcoming NAPSA Meetings
Annual Conference: October 24-27, 2010

Mark your calendar!

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Don't let this be the last publication you receive...pay your dues today at napsa.com!