



CASP Corporate Members:



CASP TODAY



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Spring Institute 2017

Sessions delved into ways to improve school climate

By Raina LeGarreta, CASP Communications Specialist

More than 300 attendees joined in beautiful Sonoma Wine Country for CASP Spring Institute 2017 on March 23-25. Many attendees agreed that Spring Institute achieved its goal of providing them with knowledge they needed to improve school climates in their district.

CASP President Tom Sopp shared his views about the event:

Taking advantage of the abundant opportunities to talk with many school psychologists, I was inspired by the great work of my northern California colleagues. Many workshop offerings were full or near capacity. I received many positive comments about the quality of the presenters.

Professor emeritus in the School Psychology program at California State University, Sacramento Dr. Catherine Christo also shared her thoughts as a Spring Institute workshop presenter:

It was energizing to talk with familiar colleagues as well as meet new ones. Attendees clearly were interested in furthering their skills and enhancing their practice.

As its title stated, Spring Institute 2017 provided, "The Alphabet Soup of School Climate" for all attendees.

Workshops helped school psychology professionals to promote positive school climates in their districts by exploring such topics, such as the current academic, political and community-based trends in the schooling and mental health experiences of African American students and their families; Assessment of Students with Co-Morbid Disorders and Multiple Eligibilities Under IDEIA and ADA; special education mental health; suicide prevention and more.

The 90-minute Student Strand sessions gave students the tools they'll need to help them build credibility at their first job, find

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Founder and CEO of Seneca Family of Agencies Ken Berrick's presentation advocated the importance of providing productive paths that promote emotional and behavioral support in the classroom for students who've faced trauma.

Congratulations to CASP's New Board of Directors

As of July 1, CASP will have new Board of Directors. The following regional representatives have been elected or re-elected for two-year terms starting with the 2017 -2018 year: **President-Elect** – Brian Leung; **Region I** – Deanna Fontanes Halliday; **Region III** – Melissa Wood; **Region V** – Reynaldo Vargas; **Region VII** – Gabe Gutierrez; and **Region IX** – Arpita Mandal.

All even-numbered regions will hold elections for representatives next year.

Pedro Olvera (President)

Dr. Pedro Olvera will begin his tenure as CASP President 2017-2018, while Tom Sopp will become past president; a position last held by Troy Xavier Leonard. Loyola Marymount University school counseling and school psychology professor Dr. Brian Leung was chosen as CASP president-elect 2017-2018. During this three-year term, Leung will serve as CASP president in 2018-2019 and past president in 2019-2020.



Pedro Olvera,
President

Brian Leung (President-Elect)

Dr. Brian Leung has been a school counseling and school psychology professor at Loyola Marymount University for more than 25 years. Dr. Leung's prior experience includes work as an educational specialist for the California Department of Education and of school psychologist for Brea-Olinda Unified School District. As the future CASP president, he will promote the notion of self-investment (SI) for all school psychologists, a broader notion of self-care that includes taking care of one's physical, mental, interpersonal and intellectual well-being. The concept requires a person to maintain his/her overall health as well as continuous professional development so that they are in the best condition to help others.



Brian Leung,
President-Elect

Deanna Fontanes Halliday (Region I Representative)

Deanna Fontanes Halliday, LEP, has spent over 20 years as a member of Sonoma County Association of School Psychologist (SCASP) and one year as co-president of SCASP. As the Region I representative, the Oak Grove Union School District employee wants to strengthen the local membership in the association and increase collaborative opportunities for CASP members in her region. She also wants to work with a creative and innovative team of vision-based, service-focused educators who are committed to the best practices that secure success for all learners.

Fontanes Halliday will replace Ryan Pepin, whose term ended as the region's representative. Region I starts at the Marin County line and runs north along coastal counties to the Oregon border.



Deanna Fontanes
Halliday, Region I
Representative

Melissa Wood (Region III Representative)

Taft City School District school psychologist Melissa Wood is a prior secretary and current president-elect for Kern County Association of School Psychologists (KCASP). She has used the information obtained through collaborations, training, and CASP conferences to deepen and



Melissa Wood,
Region III
Representative

grow her practice with specific focus on best practices. As Region III representative, she will further these practices to help design programs that specifically meet the needs of diverse population within her district, and will use the information at the local and state level to recruit and train the school psychologists and special education personnel within her region.

Wood will replace Amy Balmanno, who, instead of running for a second term as the region representative, was appointed to a three-year term as CASP's convention chair. Region III includes the Central Valley counties of Fresno, Kern, Kings, Inyo, Madera, Mariposa, Merced, Stanislaus and Tulare.

Reynaldo Vargas (Region V)

Reynaldo Vargas is a current doctoral student in educational psychology who is projected to projected finish course work at the end of this academic year. The former student representative to San Diego County Association of School Psychologists (SANCASP) and Lead Psychologist for Downey Unified School District holds a Master's of Arts in Education in School Psychology with a Program of Concentration in School-Based Mental Health. As Region V Representative, Vargas will work in a collaborative manner with legislature and with other members of the board to be effective agents of change but to also improve membership to CASP. This will be done in a variety of methods including meaningful professional development events that are accessible to all school psychologists, and also by having meaningful and frequent conversations with his constituents.

Vargas replaces Dr. Jackie Allen, who served two terms on the board. The region is made up of the areas of Los Angeles County that are not included in the Los Angeles Unified School District and a small portion of Ventura County.



Reynaldo Vargas,
Region V
Representative

Gabe Gutierrez (Region VII)

Gabriel Gutierrez is the returning Region VII representative to San Diego County and Imperial County (SANDCASP). In his role, he has advocated for the needs of school psychologists at CASP Board Meetings to ensure that input from his region was heard. Gutierrez also collaborated with local districts, organizations and partners to support the profession. As the returning representative for his region he will continue to help increase membership, support best practice initiatives, improving collaboration between local affiliates and CASP and serve the needs of his districts.

Region VII is made up of San Diego and Imperial counties.



Gabe Gutierrez,
Region VII
Representative

Arpita Mandal (Region IX)

Returning Region IX representative Arpita Mandal is a school psychologist for El Rancho Charter School in Orange Unified School District. As the representative for the region, she will continue to serve the region of Orange County by increasing CASP's visibility within her region and ensuring that the current needs and voices of the school psychologists are heard.

Region IX includes all of Orange County.



Arpita Mandal,
Region IX
Representative

Spring Institute 2017

continued from page 1

an internship, write reports and advocate for culturally and linguistically diverse learners. According to a post-event survey taken by Spring Institute attendees, nearly all of them welcomed the Student Strand option and believed that CASP should continue to offer it; students will be seeing more sessions in the future geared toward topics of their concern.

The survey also concluded that more than half of the attendees at Spring Institute approved of the overall program. Words commonly used to describe this year's event included, "very good," "positive," "well attended," and "informative and well organized."

Occasions allowing opportunities to network and relax were also well attended, such as the Job Fair, the Welcome Reception and Wine Tasting featuring wines by Enriquez Estates, and luncheons on Spring Institute Thursday and Friday with noted keynote speakers in the world of school psychology.

Thursday's luncheon keynote speaker and founder/CEO of Seneca Family of Agencies Ken Berrick's presentation advocated the use of school psychologists as the coordinator of mental health services in their schools.

In her Friday address, keynote and president of the National Association of School Psychologists (NASP) Dr. Melissa L. Reeves spoke about how school psychologists can help make a difference in the lives of students and teachers by taking "small steps." Recent NASP updates and key initiatives were shared with the audience.

"I received many comments on the timeliness of many workshop topics, such as the Assessing and Intervening for Dyslexia, Special Education Mental Health Issues, and AB 2245: Comprehensive Suicide Prevention workshops," Sopp said. "Having Dr. Reeves give a luncheon address sharing the many resources offered by NASP was well received."

Join CASP for its annual convention on Oct. 5-7 at the Hyatt Regency Orange County. The theme for **CASP Convention 2017** is "Equity." You can view descriptions, book your hotel room and register for the event at event.casponline.org starting in late May.

Spring Institute 2018 will be held on May 22-24 at The Portola Hotel & Spa in Monterey. Ψ



October 5-7, 2017

Hyatt Regency | Orange County

THE ALPHABET SOUP OF SCHOOL CLIMATE



In her Friday address, keynote and president of NASP Dr. Melissa Louvar Reeves spoke about how school psychologists can help make a difference in the lives of students and teachers by taking small steps; recent NASP updates and key initiatives were shared with the audience.



CASP President Tom Sopp gave an opening presentation at the luncheon during Spring Institute.



Spring Institute Thursday's keynote speaker Ken Berrick (left) and CASP President Tom Sopp engage in profound conversation after Berrick's presentation.



From left to right, Richard Lieberman, Melissa Reeves and Dr. Stephen Brock pause to take a photo at Spring Institute.



Many employers and potential employees networked at the successful CASP Job Fair held during Spring Institute.



CASP Leaders Speak at University of La Verne School Psychology Symposium

By Jackie Allen, CASP Region V Representative

More than 50 graduate students and their professors celebrated the 10th annual School Psychology Symposium at the University of Laverne, held in March. Initiated by CASP Region V Representative and former ULV program chair Dr. Jackie M. Allen in 2008, the 2017 event, free to ULV trainees, included breakfast, two speakers from CASP, 8 workshops, an exhibit of Action Research projects, and a panel of graduates from the ULV program.

CASP President Tom Sopp started off the day with greetings from CASP and an inspiring talk and creative Power Point presentation on the role of the school psychologist and challenged trainees to claim their identity and power as future school psychologists. Sopp also answered questions and advocated for membership in CASP, explaining the association's services to both students and school psychologists.

An impressive offering of workshops were taught by school psychologists, graduates from the ULV program, ULV professors, and an educational consultant. Workshops topics included: Let's Master Specific Learning Disabilities, Interviewing 101, Assessment Cheat Sheet, Mindfulness Practice, Bridging the Gap on Consultation, School Psych 101-Organizational Systems, Executive Functioning Skills, Becoming A Board Certified BCBA, and Working with Students in a Moderate/Severe Setting.

After lunch Dr. Susan Coats, CASP Mental Health and Crisis Consultation Chair, spoke on the work and value of CASP membership, her personal leadership experiences, and current developments and legislation in mental health and crisis prevention. She announced that AB 2246 – a law that requires school districts to pass a suicide prevention policy – goes into effect on July 1,



Shown are (from left to right) Susan Coats, Tom Sopp and Jackie Allen at the symposium.

2017. Dr. Coats challenged trainees to become involved in professional associations, committees at their local school or district, and help make a difference in the future of school psychology.

The afternoon program featured time to view 3rd year trainee poster presentations of their Action Research Projects, developed during their Program Planning and Evaluation course. Symposium participants had an opportunity to dialogue with the trainees regarding their methodology and outcomes.

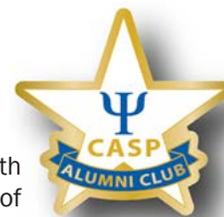


Students discussed various topics when they presented at the school psychology symposium.

The last part of the day featured a panel by 8 ULV school psychology program graduates with three months to three years of experience working as school psychologists, emceed by Dr. Veronica Runnels, current ULV program chair. They gave tips to trainees on interviewing for a job, how to develop relationships at a school site, what do you do when you make a mistake, mentorship at the job site, and maintaining a balance in personal health and professional performance. Trainees really enjoyed the opportunity to ask those who proceeded them about how to make the best of their program and secure a job in the future.

The day was a wonderful experience for all attendees thanks to the student committee, Dr. Runnels, and ULV school psychology staff.

Give Back to School Psychology: Join the CASP Alumni Club



After a year of donating, presenting and socializing, the CASP Alumni Club is getting the word out about school psychology. The club, and its 31 members, are adding to the CASP Political Action Committee coffers and helping to fulfill the California School Psychology Foundation's goal to publicize the profession and the need for more school psychologists.

You, too, can join CASP's retired, leading and other interested members by taking a lead role in ensuring the future of the profession.

PAC Donations

With an annual donation of \$100, Alumni Club members receive Legislative Updates from CASP, occasional requests to write letters of support (or opposition) regarding potential legislative and regulatory actions, and to consider visits to their state representatives regarding education and school psychology issues.

This is to assist with the revitalization of the CASP "For the Children" Political Action Committee.

Time Donations

"What School Psychologists Do" is the theme of this section of the Alumni Club program. Members visit two community college or university psychology classes each year to introduce the students to school psychology. When interest has been determined CASP will schedule the presentations, send materials to the club member and follow up on how well the presentation was received. The club member decides where and when to make the presentation. This program is designed to increase the visibility of school psychology as a profession, as noted in the California School Psychology Foundation Vision Statement.

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In Memorial: Dr. Loeb Aronin (1934-2017)

By Glenn Schumacher, CASP Historian

It is with great sadness that CASP announces the passing of a long-time CASP member. Few CASP members surpass the years and breath of contributions to school psychology and to the Association as Dr. Loeb Aronin. Dr. Aronin was a 45-year member of CASP, starting as Regional IV (Los Angeles County) Representative in 1972. He served as CASP President for the 1975-76 year.

In 1982, he was the recipient of CASP's most prestigious recognition, the Sandra Goff Memorial Award. In 1984, Dr. Aronin organized and played in the "first annual" instrumental performance of the all-volunteer band, "The Severe Discrepancies."

For many years "The Severe Discrepancies" played at the gala convention dances and social functions.

Dr. Aronin served on the Association's personnel committee, being responsible for the hiring of the Association's first legislative advocate. And for over three decades he chaired the Special Education Committee. Dr. Aronin was a frequent CASP workshop presenter and author of numerous CASP Today articles regarding topics involving preparing district crisis teams and special education assessments.

As a CASP member Dr. Aronin frequently provided expert witness to the California State Legislature and committees regarding special education law and best practices. An expert in the area of special education, Dr. Aronin was appointed to the California Advisory Commission on Special Education in 1999. He received CASP's Lifetime Achievement Award in 2000.

Dr. Aronin continued his involvement with CASP throughout 2003-2005 serving on the Association's Ad Hoc IDEA Committee. He later served as an active member of the CASP Legislative Committee.

As Director of Psychological Services for Los Angeles Unified School District, Dr. Aronin was frequently cited by the Los Angeles Times and other local newspapers as an expert on post-traumatic stress, school crisis responses and multi-cultural sensitivity. He wrote numerous articles for CASP Today regarding the "Larry P" litigation, and he served on the "Larry P." Task Force in the 1990s.

"When I began my career as a psychologist Loeb was director of psychological services. I remember pestering him for a position and his response was kind and patient," said Christine Toleson, a school psychologist for LAUSD and former CASP president. "During his term as director he was revered by the staff and when those who knew him get together we always speak about him fondly."

Dr. Aronin passed away Sunday, March 26, 2017, and is survived by his beloved wife of 62 years, Janice Faith Aronin. Loeb and Janice, a retired resource teacher, attended countless CASP Conventions together well into his retirement. Dr. Aronin was a stalwart within the profession and his contributions will always be remembered and appreciated.



Loeb Aronin received the Sandra Goff Memorial Award from then-CASP President Roy Applegate. Below are other photos of Dr. Aronin, a long-time member and leader in CASP.



The end of the CASPP work year was celebrated in June when new President Barbara Thomas presented past-president Loeb Aronin with an official gavel to mark his year of service to the organization.

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Message:

"Critical year . . ."

This has been a critical year for school psychologists, according to CASPP President Loeb Aronin.

"There have been a lot of tests," Aronin told CASPP members at the recent convention, "and we've done a lot." But there's still a lot left to do, he added.

Who will represent psychologists at the legislative level? Provide leadership in continuous education? Monitor training of psychologists? Give input to the State Department of Education? Monitor professional practices?"

* * *

On the Master Plan, he said CASPP has spent

Loeb Aronin

Get connected with CASP!

A Brief History of CASPPs

By Glenn Schumacher, CASP Historian



The first conference of school psychologists and psychometrists was held at the Stockton Hotel, May 5 and 6, 1950. The Conference was co-sponsored by the California State Department of Education (CDE) and the School of Education of the College of the Pacific. A total of 132 attended the Stockton conference.

The stated purpose of the conference was to help insure the enactment of the 1947 law relating to the educational needs of "special education of mentally retarded minors." The California State Department of Education (SDE) determined that a major responsibility for the identification and selection of pupils for special training school and classes would be assigned to school psychologists. Also, the conference was to provide the opportunity to discuss mutual problems and topics of interest of school psychologists and district pupil service administrators.

During the first day of the conference, attendees toured the Stockton State Hospital. Following dinner, attendees discussed the results of a recent statewide survey.

The 15-question survey explored exact titles, attendees' membership in related organizations, e.g., American Psychological Association; number of years working; theories of personality used in their clinical work; private clinical work after hours; and projective and psychometric tests used most often.

Results from the survey indicated that psychologist spent approximately 17 percent of their time with individual test, 17 percent preparing for case histories (remember there were no Individual Educational Plans written) and 12 percent attending teacher conferences. A few of the psychologists mentioned that "they spend too much time in clerical duties." The vast majority of the school administrators attending the conference felt that teaching experience should remain a requirement for the school psychologist credential.

A Saturday afternoon panel discussion was titled "Professional Problems Concerning (1) Standards of Certification, (2) Relationships, (3) Provisions for Training." The panel recommended greater professionalization and questioned whether school psychologists should develop a closer relationship

with the Western Psychological Association (WPA), National Educators Association (NEA), and the California State Supervisors' Association or form a separate organization. School psychologist George Meyer expressed strongly that a separate organization would strengthen state legislation and professional training within the profession of school psychology. As the panel concluded, they recommended the formation of a state organization open to all individuals offering psychological services to schools in California. The panel suggested the Association be named "California Association for Psychological Services" (C.A.P.S.).

A resolution was drafted at the final session of the state conference. It resolved that an annual meeting of school psychologists and psychometrists be held preceding the WPA convention in San Jose, that a separate organization be established at the next spring conference, and that temporary officers be empowered to appoint committees as necessary. Each individual was assessed fifty cents "for postage and other essential expenses." Dr. George Meyer was elected temporary secretary-treasurer.

The spring of 1951 the second annual school psychologists conference was held in San Jose, and George Meyer was elected president of the new Association. The second annual conference was probably a joint venture co-sponsored by the California State Department of Education (SDE) and California State College, San Jose. The Association does not have a copy of the 1951 program nor does the Association know how the name California Association of School Psychologists and Psychometrists (CASPP) was determined.

CASPP's third annual conference was held at the Fresno County Schools Administration Building, and participants stayed at the Hotel Californian. Major topics at the conference included the role of the school psychologist, therapeutic procedures with school age children, gifted programs, "testing deviant children" and "assessment of severely mentally retarded children."

Dr. Meyer served as CASPP's president for two terms 1951-1953, and was followed by Ms. Inga McDaniel.

CASPP/CASP has a long history of support and cooperation with the California State Department of Education (SDE), now referred to as the (CDE), and the fourth annual convention at the Lafayette Hotel in Long Beach was co-sponsored by the SDE. Cost for the conference was \$5.00, and yearly Association dues were \$2.00.

Although the first two conventions were in northern California, the cities hosting the most conventions are: Anaheim/Orange County, Los Angeles and tied for second is San Francisco/Burlingame.

The Association's first publication "CASPP Newsletter" was published in December, 1954 and mailed to the membership of 200 at the cost of a 4-cent stamp.

From 1951 through 1966 CASPP operated without an office. As membership approached 1,000 in 1967 the Board authorized a two-day a week position to Sandra Goff as Administrative Secretary of the Association. Sandra Goff coordinated the Association's business out of her garage for a year, and in 1968 was given a small office at the California Teacher's Association (CTA) building in Burlingame.

In 1970, the association moved to a second-floor office at 180 El Camino, Millbrae, CASP and hired its first Executive Director Rich Russo. For 25 years Millbrae served as CASP's home until 1995 when the Association decided to move to Sacramento.

From 1950 through 1972 school psychometrist worked within California schools assessing students for specialized programs. With that credential they could assess students, but their reports required a school psychologist's review, and the data needed to be presented by a credentialed school psychologist. By 1972 the psychometrist job category was eliminated, and in 1982 the Association became known as CASP, and the second "P" for Psychometrist was dropped. 

REFERENCES

- E.M. Bower, Consultant in Mental Hygiene and Education of the Mentally Retarded, to the state department of education presented a discussion titled "Frontiers in Clinical Theory and Practice." Proceedings Conference of Psychologists and Psychometrists, Stockton, May 1950 & April 1952 & April 1953.

Betty Henry (2013) "The History of California School Psychology"

A Message from the President

What has CASP done for me lately?

By Thomas Sopp, CASP President



When my children were young, one of my favorite children's bedtime books to read to my three girls was Dr. Seuss' *The Lorax*. As I read aloud, their bodies tensed with anticipation for the refrain when all of us would chorus, "I am the Lorax, I speak for the trees." California's education code and special education law and regulations is in many ways unique compared to the rest of the nation and CASP is the only organization that speaks for school psychologists at the state level. CASP speaks for students and speak for the 5000+ California school psychologists who support those students at the state level.

CASP works hard to represent your concerns on topics that affect you and your students. So, at the risk of sounding crass, what has CASP done for you, so far, this school year? I have selected a sample of CASP's accomplishments for the 2016-17 school year.

- Initiated a mentorship program for school psychologists who are changing their practices or are new to the state.
- The Stanislaus, Riverside and Kern affiliates are back up and running.
- Close to meeting our goal of 2,000 members!
- Laid plans to market school psychologists' expertise to superintendents and administrators.
- Hosted 1,000+ participants at CASP's Fall convention, something not accomplished since 2005.
- Recognized an Outstanding School Psychologist from every region.
- Recruited a Convention Chair, a board-appointed, 3-year position.

- Initiated an online LEP Directory resource for SELPA and SPED directors.
- Aligned CASP committees and specialist with the NASP's 10 Domains of practice.
- Amy Balmanno, school psychologist, represented you at the State Dyslexia workgroup.
- Susan Coats, school psychologist, represented you at the Student Mental Health Policy Work Group.
- Barbara D'ncau, school psychologist, represented you at the State School Climate workgroup.
- Recruited Susan Coats, Richard Lieberman and Stephen Brock to offer comprehensive comments to the state's new Model Suicide Prevention Policy Guidelines that all school districts must adopt before the start of next school year.
- Created and posted on-line resources for school psychologist working with immigrant children
- At the CASP Spring Institute, hosted a workshop on AB 2236, the mandate for suicide prevention.
- CASP gave support to the following current California bills:
 - o AB 312, which would provide support for special education preschool services and provide funding to equalize special education inequities.
 - o AB 699, which would prohibit discrimination and provides protection and support based on a student's immigration status or religious beliefs. (Support, if amended.)

- o AB 834, which requires the establishment of an Office of School-Based Health Programs within the CDE for the purpose of administering health-related programs and advising on issues related to the delivery of school-based Medi-Cal services in the state.

- Initiated a dialogue with the California Department of Education (CDE) regarding lifting the Larry P ban and CASP has expanded the stakeholders to join in the discussion.

Although this article is my last as CASP president, it is only May! Here is what CASP would like to accomplish in the last 3 months of my term:

- Continue the dialogue on lifting the IQ test ban on students whose skin happens to be black.
- Define evidence-based practice and models of best practice on reducing disproportionality.
- Monitor/advocate California's legislative bills that CASP supports.
- Create strategies to address the California school psychologist shortage.
- Write a position paper on tele-assessments.
- Continue planning the CASP 2018 Convention, themed "Equity."

Finishing my presidency, I have outlined what we hope to accomplish to support your work. This is what I ask of you: Please continue to support CASP by renewing your membership. Without you membership and support, Pedro Olvera, your 2017-18 CASP president, will not be able to add his goals and objectives to next year's list of accomplishments.

As your CASP president, it has been both a pleasure and honor to meet so many skilled school psychologists up and down the state and to speak for you at the state level. Thank you for your support and thank you for all that you do to support students! 🙏

Donate Today to the CSP Foundation

Each year, the California School Psychology Foundation (CSPF) supports newly minted and student school psychologists, as well as those who wish to increase the visibility of the profession. These popular programs need your help.

CSPF AWARDS

- **Paul Henkin Convention Award** sends one graduate student and one newly credentialed school psychologist to the annual CASP Convention.
- **Cultural and Linguistic Diversity Scholarship** is a \$1,000 award in recognition of the need to eliminate racial and other prejudice and help each student achieve his/her fullest potential.
- **Mini-Grants** are available to working school psychologists with up to \$1,500 to pay for programs that are important to their students, but are not funded by their school districts. These programs promote effective interventions that address both learning and social/emotional issues that impede a child's success and happiness while embracing individual and group differences in children.

To find out how you can support the CSPF with your donations, visit: <http://casponline.org/about-casp/csp-foundation>.



A Message from the Executive Director

By Heidi Holmblad



A few months ago, a widely distributed Facebook meme showed the difference between equality and equity. Three boys of varying heights were standing on boxes to see over a fence at a baseball game. The equality photo showed all three with the same sized boxes. The shortest of the boys could not see the game because the boxes were too small. The equity photo showed different-sized boxes that allowed the different-sized boys to see the game.

And the third image? That is where we would like to be – at a place in which all systemic barriers are removed. How to get California’s students to the third illustration will be explored at CASP’s annual convention, to be held in October.

Equity is the theme of the association’s 68th annual convention. Many of you are finding yourselves involved in equity issues – either in mental health funding, access to services, testing of some students, and many other issues. The convention speakers will be addressing those issues and giving you information that you can take back to your schools.

Dr. Shaun R. Harper will present the opening keynote address. Dr. Harper is the president of the Association for the Study of Higher Education (ASHE) and an elected member of the American Educational Research Association (AERA) Executive Council. He founded the Center for the Study of Race and Equity in Education in 2011, and is moving the center and his family to USC in July. Dr. Harper is the author of over 100 peer-reviewed journal articles and other academic publications; his research has been cited in over 4,000 publications.

Dr. Harper’s appearance, and that of Dr. Leon Caldwell, who will be presenting on “A School Based Approach to Promoting the Optimal Development of Black Boys,” are among the presentations planned that tackle the issue of Equity. Working with English Language Learners, trauma-informed counseling, and evidence-based as-

essments for ethnic minority children are among the topics of workshops that will be presented.

Save the date, Oct. 5-7, at the Hyatt Regency Orange County.



October 5-7, 2017
Hyatt Regency | Orange County

I was privileged recently to visit Grant Elementary School in Richmond, a low-income Bay Area community. The school was, until two years ago, was filled with problems. Students who were routinely suspended. Teachers who ended up there to only collect a paycheck. Even the grounds crew was not up to doing the job. The suspension rate for the 500-student school was very high. Kids were being retained in grade levels sometimes for two years with nobody looking to see why they were not learning. And community members, even parents, were not welcomed.

Testing showed that 60 percent of the fourth grade students had experienced trauma. Half of the students in the school could not name an adult they trusted. Teachers had labeled kids and expected them to fail. No Student Study Teams had been established. There was no reward system for good behavior, only punishment for bad behavior. It’s estimate that half of the students have at least one parent living in the U.S. illegally.

Then Farnaz Heydari was named principal. She fought to get that position after spending her administrative credential internship at Grant. But before the newly minted principal accepted the position, she made a few demands. The teachers would no longer complain to each other about the kids and families. The community would be welcome to the school. Because the Title I school has a 100 percent free and reduce lunch rate, all grants and other resources would be tapped with the help of the school district and the county mental health department. Even the janitorial staff would be hand-picked by Heydari and the yard duty staff would be neighborhood moms. And the students would receive the services they needed.

Heydari’s “demands” were met. Then she went shopping.

The West Contra Costa school district holds an event that is similar to a trade show, during which nonprofit agencies advertise their services to schools. They offer such items as mental health counselors, mindfulness instructors and other services. These agencies are “vendorized” by the county mental health department, which makes them eligible for Medi-Cal funding.

Between the new services Heydari found and those that were already at the school, each student is pretty much guaranteed to have a place there. She has a services coordinator

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. the systemic barrier has been removed.

continued on page 14

Dedicated to all our young students going through hard times

Through the eyes of a young, traumatized child

With my eyes I see a bad kid. Angry mouth. Angry eyes.
 With my ears I hear bad sounds. Coming from me.
 Louder and louder.
 With my mouth, I scream and cry. I try to speak.
 The words are stuck.
 With my hands I clench my fists. My hands feel wet.
 With my heart I feel an ache. My tummy aches.
 My head aches.
 With my nose I breathe so fast. I start to shake.
 My eyes see red. My ears hear nothing. My mouth won't talk.
 My hands on fire. My heart thumping fast.
 I kick. I scream. I run. I climb. Fall down. Cry. Scream. Curl up.
 With my eyes I see a bad kid. Angry mouth. Angry eyes.

Belinda Schneiderman

LEP and school psychologist in San Diego (Cajon Valley Union).
 This poem is not affiliated with her place of work. 

Through the eyes of a school psychologist

With my eyes I see a precious child. A brave child. A gift.
 A mouth to speak. Eyes of hope.
 With my ears I hear a voice that pains to be heard.
 A voice I understand. A lost voice.
 With my mouth I sing songs of praise. You're kind.
 You're valued. You're strong. You've endured.
 With my hands I lead you to a safe place.
 I show you a choice. A path of hope.
 With my heart I feel your ache. Your tummy ache. Your head ache.
 With my nose I take deep breaths. We breathe together. All is calm.
 My eyes see the good. My ears offer comfort.
 My mouth sings your praise.
 My hands feel your pain. My heart beats with strength.
 We talk. We listen. We play. We draw. We laugh. Start over.
 Tomorrow is a new day.
 With my eyes I see a precious child. A brave child. A gift.
 A mouth to speak. Eyes of hope.

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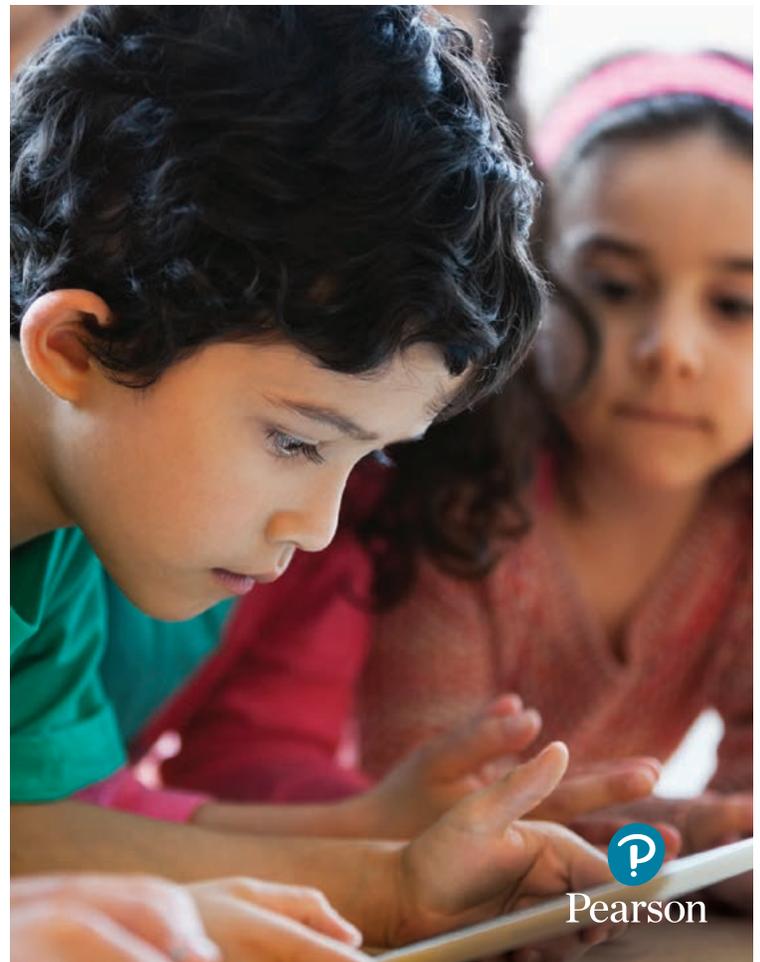
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CASP Legislation of Interest

By Laura Wasco, CASP Legislative Advocate

The CASP Legislative Committee has taken legislative positions on the following education bills of interest and will be actively working on these measures during the Legislative Session.

AB 312 (O'Donnell) ~ School Finance: Special Education Funding

AB 312 relates to special education local plan area funding rates. The bill would:

- 1) Establish a funding mechanism to support special education preschool programs, by adding preschoolers to the AB 602 funding formula, and
- 2) Require that funding be provided in future budget acts to equalize special education funding rates to the 90th percentile.

CASP Position: Support

AB 834 (O'Donnell) School Based Health Programs

AB 834 would require the California Department of Education (CDE) to establish the Office of School-Based Health Programs (OSBHP) by July 1, 2018, for the purpose of administering current health-related programs under the purview of CDE, advising on issues related to the delivery of school-based Medi-Cal services in the state. The bill would authorize the Office to develop a workgroup and technical advisory groups to assist in its work.

Specifically, the bill:

- 1) Requires the scope of the OSBHP to include, but not be limited to, improving the operation of, and participation in, the Medi-Cal Administrative Activities Claiming process (MAA Program) and the local educational agency (LEA) Medi-Cal billing option program (LEA Billing Program).
- 2) Requires that the recommendations of the OSBHP include the following: identify opportunities for effective coordination between the state's health and education systems at the state, regional, and local levels; identify ways CDE can maximize its school-based Medicaid program expertise; recommend an appeals process for the MAA Program and the LEA Billing Program; and identify necessary legislation or state plan amendments (SPA) to support its recommendations.
- 3) Requires the OSBHP to advise CDE on creating consistency across local educational consortia (LECs), local

governmental agencies (LGAs), and CDE with respect to contracts and processes for the MAA Program.

4) Requires the OSBHP to determine opportunities for, and the benefits, costs, and feasibility of the following:

- a) Increasing LEA participation and maximizing allowable federal financial participation (FFP) in the MAA Program and the LEA Billing Program;
- b) Increasing contracting options for LEAs participating in the MAA process, such as allowing an LEA to contract with an LEC or LGA outside of the LEA's region;
- c) Reducing the number of quarterly random moment time surveys;
- d) Identifying areas that may require a SPA; and,
- e) Integrating and expanding other school-based health and mental health programs with the MAA Program and the LEA Billing Program.

Costs of establishing OSBHP office could be offset by the reorganization of existing positions and the use of federal administrative funds.

CASP Position: Support

SB 191 (Beall) - Pupil Health: Mental Health and Substance Use Disorder

SB 191 would authorize a county, or a qualified provider operating as part of the county mental health plan network, and a local educational agency (LEA) to enter into a partnership to create a program that includes, among other things, targeted interventions for pupils with identified social-emotional, behavioral, and academic needs and an agreement to establish a Medi-Cal mental health and substance use disorder provider that is county operated or county contracted for the provision of mental health and substance use disorder services to pupils of the LEA and in which there are provisions for the delivery of campus-based mental health and substance use disorder services through qualified providers or qualified professionals to provide on-campus support to identify pupils with an individualized education program (IEP), and pupils who do not have an IEP, but who a teacher believes may require mental health or substance use disorder services and, with parental consent, to provide those services to those pupils.



© Steven Pavlov

The bill would require the Mental Health Services Oversight and Accountability Commission, in consultation with the California Department of Education (CDE) and the State Department of Health Care Services, to develop guidelines for the use of funds from the Mental Health Services Fund by a county for innovative programs and prevention and early intervention programs to enter into and support the above-mentioned partnerships.

The bill would create the County and Local Educational Agency Partnership Fund in the State Treasury, which would be available, upon appropriation by the Legislature, to the CDE for the purpose of funding these partnerships, as specified, and would require the CDE to fund these partnerships through a competitive grant program.

CASP Position: Watch. We are working with the Senator's office on this issue.

SB 354 (Portantino) - Special Education: IEP - translation services

This bill would require a local education agency (LEA) to provide the parent(s), guardian(s), or educational rights holder(s) the Individual Education Plan (IEP) and certain documents discussed in the IEP meeting in the native language spoken of the parent(s), guardian(s), or educational rights holder(s) within 45 days of being requested, as well as, have the IEP translated by a certified translator. Amends an existing law which requires a local educational agency to conduct meetings for the purpose of developing certain individualized education programs and which requires a local educational agency to take any action necessary to ensure that a parent understands the proceedings at a meeting, including arranging for an interpreter. SB 354 was recently amended to limit the scope of this bill to require translations to the top eight languages in each school district, other than English, as determined by the CDE and reported on Dataquest.

CASP Position: Oppose

CASP Survey: On Training and Assessment for Pre-K

By **Deni Camit**, CASP Preschool Specialist

In early March, a survey regarding assessment of pre-school children was sent to the CASP membership. We had 66 psychologists respond to the survey. The 10-item questionnaire was designed to get a pulse on the level of training received in preschool assessment and current practice across the state. This article will summarize the top four most interesting findings.

1. *We aren't getting adequate training at the graduate level in preschool assessment.*

77% of preschool psychologists doing pre-k assessment have had to learn on the job as their graduate programs, at best, somewhat prepared them and, at worst, did not prepare them at all. I can personally say that I was not trained on play-based assessment in graduate school. So to no surprise, all of the respondents in the survey would be interested in more training on preschool assessment at CASP conventions.

2. *Most psychologists are getting the assessment information they need in 1-2 sessions and are primarily assessing at school settings versus doing home visits.*

63% of psychologists responding to the survey were able to get the information they needed in 1-2 sessions with a child. Only 1% of psychologist surveyed primarily did home visits for preschool assessment. This was very shocking to me as I have been on three preschool assessment teams and on all of them we primarily did home visits. The majority of the respondents, 81% assessed in the school setting. One of the most important factors for me in conducting a preschool assessment is making sure that the small child is comfortable and feels safe enough to play with me. There are several things I consciously do to make myself friendly, depending on the child. But one of the considerations for me is that I assess the child in an environment that is familiar and comfortable to him or her. If they are already attending preschool, then doing an assessment at their school makes sense. But if a child is not in school I most definitely prefer to make a home visit.

3. *We aren't all doing play based assessment!*

One of the question was regarding the cognitive assessments used. We are split! About half of us use play-based assessments like the Southern Ordinal Scales of Development, DAYC-II, and CAYC. But others are using standardized measures like KABC, WPPSI, DAS, etc. I personally have found that it's very helpful to have a kit of toys to get on the floor and play with the kids to determine levels of performance and development.

4. *To assess or not to assess (during a preschool transition to Kindergarten) that is the question!*

Thirty-three percent of the respondents reported they did assess because it was the law. That was followed by 20% of the respondents who said they didn't because there wasn't enough time and that it wasn't the law. And lastly 31% of the respondents reported "sometimes" for various reasons such as if there

were questions regarding eligibility or if parents had requested the assessment. What does the law say? Here is the Ed.code:

56445. (a) Prior to transitioning an individual with exceptional needs from a preschool program to kindergarten, or first grade as the case may be, an appropriate reassessment of the individual shall be conducted pursuant to Article 2 (commencing with Section 56320) of Chapter 4 to determine if the individual is still in need of special education and services.

The way I interpret that is yes, you would do an "appropriate reassessment." Therein lies the gray area! What is an appropriate reassessment? Food for thought. Please contact me if you have any questions or would like to further dialogue regarding this article. My email is dcamit@fcoe.org

Have a wonderful summer vacation! 

Deni Camit is the CASP Preschool Specialist. She has had experience working on a bilingual diagnostic preschool team in Oakland and two other preschool assessment teams in the Central Valley. She has been doing preschool assessment since 2001.



ANNOUNCEMENT: SCHOOL PSYCHOLOGY RESOURCES

International Center for School Based Youth Development University of California Santa Barbara

The [International Center for School-Based Youth Development \(ICBSYD\)](#) conducts applied research in support of students' academic growth and psychological well-being. These ICBSYD resources are available to support school psychologists' professional activities.

[Safe School Resources](#)

California School Climate and Safety Survey
California School Climate and Safety Survey-Progress Monitor
California Bully Victim Survey
California Bully Victim Structure Interview

[Multidimensional School Anger Inventory](#)

[Project Covitality](#) (funded by Institute of Education Sciences #R305A160157)

Social Emotional Health Survey-Primary
Social Emotional Health Survey-Secondary
Social Emotional Health Survey-Higher Education
Social Emotional Distress Scale

For questions/information contact Michael Furlong: mfurlong@ucsb.edu

NASP Report

By Maureen Schroeder, NCSP, California Delegate



April was a busy month as we celebrated the Month of the Military Child, Autism Awareness Month, and Specialized Instructional Support Personnel (SISP) Awareness Week! NASP In Brief and social media will highlight action items, shared relevant resources, and offered ways to promote these important awareness campaigns.

April also marked the opening of the new NASP membership year. Renew your membership and ensure your continued access to NASP resources, the latest news and research in our field, and other benefits designed to help you succeed through June 30, 2018. Renew online by June 30, and you will have the option to spread your dues over three easy and convenient monthly payments by using the NASP installment plan. Visit

www.nasponline.org/membership to renew your membership.

A number of issues that are central to the mission and core values of NASP and school psychologists are emerging at the forefront of policy discussions at the federal, state, and local levels. Our policy fact sheets provide school psychologists with pertinent information on school vouchers, Medicaid, and more: <https://www.nasponline.org/research-and-policy/current-law-and-policy-priorities/policy-fact-sheets>

In this new Policy Matters blog post, NASP Director, Government Relations, Kelly Vaillancourt Strobach, shares important updates about the recent Supreme Court ruling regarding special education rights, federal spending in education, school-

based Medicaid, and implementation of the Every Student Succeeds Act. Read more at: <https://www.nasponline.org/research-and-policy/policy-matters/federal-policy-updates-march-2017>

NASP has released a resolution affirming our commitment to high-quality public education for all children and youth. Grounded in NASP's professional standards and official policy, this resolution reaffirms NASP's commitment to advocate for a robust public school system that upholds the rights, well-being, and educational and mental health needs of ALL students in every community. Learn more at: <http://www.nasponline.org/about-school-psychology/media-room/press-releases/nasp-adopts-resolution-affirming-commitment-to-high-quality-public-education-for-all-children-and-youth>

NASP and George Washington University are cohosting our 2017 Public Policy Institute (PPI) this year in Washington, DC. Join fellow school psychologists, administrators, and graduate students for a 3-Day Basic

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Affiliate Updates

Orange County Association of School Psychologists

Orange County Association of School Psychologists (OCASP) will hold elections next month for positions on the board of directors for the 2017-2018 school year. If you are interested in serving on the board or would like more information, please email ocasponline@gmail.com.

Stanislaus County Association of School Psychologists

The Stanislaus County Association of School Psychologists (SCASP) has made significant advancements in their revitalization efforts this year thanks to the leadership of President Nel Romo. He has been reaching out to districts and SELPAs in the County to collaborate and bring NASP- and BBS-approved CEUs to area trainings. The Board has been hard at work arranging their schedule of presenters for the 2017-2018 year. On **May 11**, SCASP will be hosting an event from 12:30 p.m.-3:30 p.m. on language assessments and how to use the WMLS-III, WJ-IV oral (Spanish), and the BVAT effectively and collaboratively. The cost

of the event is \$30 for individuals outside of SELPA and \$20 for those within SELPA – and added perk is that this fee will include membership for the 2017-2018 year. If you have any questions related to SCASP, please feel free to contact Nel Romo at nromo@riverbank.k12.ca.us. You can also visit www.scasponline.org for more information about upcoming trainings and social activities.

Delta Area Association of School Psychologists

Delta Area Association of School Psychologists (DAASP) will be hosting its end of the school year celebration on **May 12**. The affiliate will be honoring its retirees at the Viaggio Estate and Winery at 100 E. Taddei Road in Acampo from 5-7 p.m. Appetizers and refreshments will be served. RSVP by May 5 to DAASP President Phoa Yang at pvang@stocktonusd.net or DAASP Treasure Gloria Hernandez at GCastroHernandez@stocktonusd.net.

San Diego Association of School Psychologists

San Diego Association of School Psychologists (SANDCASP) presents "Legal Updates (Hot Topics and Q&A)" with Carl Corbin on **May 12**, 8:30 a.m.-2:30 p.m. at Alliant International University, San Diego. The former school psychologist and current practicing attorney will be covering hot topics such as Manifestation Determinations, ODD, PSW, and Dyslexia. He will also be covering report writing, common legal mistakes, and litigation trends. This workshop is sold out. If you'd like to sign-up for the waiting list, visit <http://www.sandcasp.com/legal-updates-event.html>

Elk Grove Regional Association of School Psychologists

Elk Grove Regional Association of School Psychologists (EGRASP) will be hosting its end of the year "Thank You" mixer on **May 12**, 4-6 p.m.

Members will have the opportunity to renew memberships for \$25. Free appetizers will be provided. Location: On The Border, 9164 East Stockton Blvd., Elk Grove CA 95624. RSVP to Maricela Avelar at MAvelar@egusd.net.



Executive Director

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and part time counselor from Seneca Family of Agencies. Bay Area Community Resources (BACR) provides group and individual mental health treatment. The Mindful Life program provides Tier 1 classroom instruction, small group pull out, as well as support time for staff. And she used LCAP money to purchase one day of the three that her bilingual school psychologist, John Zabala, is onsite.

All the students have been screened for mental health and social emotional concerns using a twice yearly screener, MTSS is a matter of course. The staff has

been through bias training through the Anti-Defamation League. Adult ESL, Parent University, and other classes are held on campus during day and evening hours, with babysitting available. Even the NBA Warrior's Basketball Team's "Peaceful Warriors" program, which teaches social skills, is involved.

This is taking a lot of private funding, state mental health funding, grant funding from Proposition 63, and other funding, much of which is for three years only. Heydari said all involved are looking for ways to sustain the funding.

That could be the largest challenge Heydari and Grant Elementary face. 



Among those at the tour of Grant Elementary School were School Psychologist John Zabala, Seneca Coordinator Keri Stewart, Mental Health Services Administrative and Oversight Commission Members Bill Brown and David Gordon, Principal Farnaz Heydari and Seneca Centers CEO Ken Berrick.

CASP would like to thank its Spring Institute 2017 sponsors for their support.



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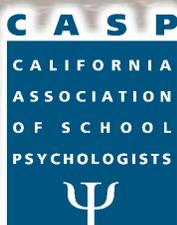
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Shaun R. Harper, PhD
Keynote Speaker



Leon Caldwell, PhD
Workshop Presenter

CASP Legislation

continued from page 11

Note: CASP took an oppose position on SB 354 based on: 1) the original short timeline for translation (the bill was originally 30 days and has now been extended to 45 days for the required translation of materials), and 2) the cost associated to translating in the native language spoken of the parent. As indicated in the summary above, the translation has been narrowed down to the top eight languages in each school district, other than English.



NASP Report

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Training (July 17–19), 5-Day Advanced Training (July 17–21), or 2-Day Special Topic Training (if you have attended a PPI from 2010–2016). This year’s theme is “Equity and Access to a High-Quality Public Education: National Policy Directions to Address Educational Disparities.” You can find out more information and register here: <http://www.nasponline.org/public-policy-institute>

Registration is now open for the NASP 2017 Summer Conferences! Join us in Cincinnati, OH (July 10–12) or Las Vegas, NV (July 24–26). Save \$60 when you register by May 10. View complete details about workshops, including PREPaRE training, at <http://www.nasponline.org/summer>

Help NASP spread the word...the electronic NASP 2018 Annual Convention Call for Presentation Proposals Submission System opened on May 1 and closes at midnight June 14. Encourage friends and colleagues to consider being a convention presenter.

Instructions on composing and submitting a successful presentation proposal will be available on the 2018 convention page of the NASP website soon. Please note that the Convention Committee is particularly interested in receiving proposals for advanced, skills-based presentations that will appeal to seasoned practitioners.

NASP provided content expertise for the newly released professional development collection by PBS LearningMedia, “FRONTLINE: Growing Up Trans Professional Development Collection.” The collection of video clips from the FRONTLINE documentary and accompanying viewing guides were developed to provide educators a deeper understanding of the concept of gender identity and the personal experiences of five trans youth and their families. See: <https://mass.pbslearningmedia.org/collection/growinguptrans/>





Is your CASP membership about to expire? Renew today!

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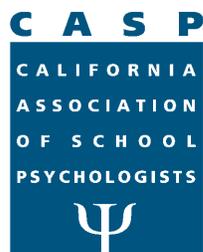
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and certifications, languages you speak, how long you've been a school psychologist, and much more. This information allows us to know more about our membership, what services they may want, issues and challenges they face, and interests.

Do you feel isolated at your charter school? We have a committee that discusses issues faced by school psychologists who work in charter schools. Working with pre-schoolers? CASP has a committee for that, too. Interested in cultural and linguistic diversity issues? There is a committee for that, too. Fill out your profile and we can tailor messages to assist you with your job and perhaps pique your interest.

Although CASP's memberships are now year-round, the majority of them end on June 30. Don't miss out. Renew today!

For membership assistance email us at memberservices@casponline.org or call us at 916/444-1595. 



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Retired Member - \$65.00. Retired Members are persons who are retired (age 65+) from active employment in the schools and are not employed in any capacity that would qualify for membership in any other category.

Associate Member - \$155.00 (Please Check One)

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A member of an allied profession, interested in the activities of CASP.

Student Member - \$50.00. Student Members are persons who are enrolled in a full-time training program leading to their initial credential in school psychology. Please complete Advisor information below:

1st Year School Psychologist - \$50.00. Members in this category are persons who are renewing CASP members that have graduated during the 2014-2015 membership year and working. Please let us know the following:

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This information will only be used for processing this application.

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Pursuant to Omnibus Budget Reconciliation Act of 1993 and provisions contained in the lobbying tax law, CASP is required to inform members that 12% of your dues payment is non-deductible as an "ordinary and necessary" business expense. Contributions of gifts to CASP are not tax deductible as charitable contributions. However, they may be tax deductible under the provisions of the Internal Revenue Code.