CASP Convention 2016 will include ‘Casino Night’ and much more

By Raina LeGarreta, CASP Communications Specialist

Get ready! CASP Convention 2016 is nearly three months away.

To be held on Thursday, Oct. 27 - Saturday, Oct. 29 at Hyatt Regency Newport Beach, this year’s event will once again be the center of knowledge and new opportunities for all those involved in the field of school psychology.

Titled, “Advocacy and Intervention for Traumatized Youth,” the convention will include many workshops, mini-skills workshops, and paper and poster presentations geared toward knowledge and methods to help you best assist distressed youth. There will also be networking occasions and fundraising opportunities, such as Casino Night on Thursday evening to benefit the California School Psychology Foundation (CSPF); specifically its Paul Henkin and Cultural Linguistic Diversity Scholarships.

School psychology students and professionals alike will walk away from CASP Convention 2016 renewed with knowledge that will help them continue to be the best they can be.

The following highlights are a preview of what’s in store for attendees.

KEYNOTE SPEAKER
DR. PEDRO NOGUERA

Dr. Pedro Noguera is a distinguished Professor of Education in the Graduate School of Education and Information Sciences at UCLA.

His research focuses on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional and global contexts. Dr. Noguera is the author of eleven books and over 200 research articles and monographs and serves on the boards of numerous national and local organizations and appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio and other national news outlets.

PRESIDENTIAL ADDRESS WITH THOMAS SOPP

CASP 2016-1017 President Thomas Sopp chaired CASP’s ERMHS Ad Hoc Committee and is a former Region V Representative.

continued on page 3
CASP’s new president will pursue leadership development, add specialists to Board

By Raina LeGarreta, CASP Communications Specialist

“I’d like to increase CASP efficiency; know more about the diversity of the membership in terms of how many school psychologists are in an urban setting versus a suburban setting versus a rural setting - how many are in public school, charter school, parochial school, etc., so that we can better meet the needs of the membership.”

These words describe just a hint of what Long Beach Unified School District school psychologist and new CASP President Thomas Sopp has in store for the organization during his 2016-2017 term.

The current chair of CASP’s ERMHS Ad Hoc Committee and past Region V Representative’s commitment to CASP includes previous seats held on the boards of the Greater Long Beach Association of School Psychologists, the Foothill Association of School Psychologists, which he restarted, and the South Bay Association of School Psychologists.

Sopp has worked as a credentialed school psychologist in the district with students from all levels in public, private, charter, residential and day-treatment schools for 12 years.

This, in addition to his past roles as a parent educator in the School Readiness Language Development Program and director of psychological services for Southwest SELPA, make him the ideal leader to assist CASP in expanding its mission.

One of Sopp’s main goals is to reinforce the organization’s Board with advocacy and leadership specialists in areas that haven’t been specifically supported in the past.

“I want to compare the CASP Board with the 10 domains that a school psychologist can address; make sure we’re covering all of the domains. Adding some specialists to the board - such as a pre-school specialist - would be ideal. Pre-school isn’t talked about as much, but that’s a really critical time in a child’s life to work with parents and assess students – yet, we’ve never had a specialist in that area on the board. Charter school psychologists tend to take on different roles than those in public schools. In order to help kids in charter schools, it’s important to support those psychologists by having a charter school specialist on the Board.”

Sopp noted that he will continue to support the strength of CASP affiliates; offering guidance when needed and promoting growth.

“I really believe that CASP is only as strong as its affiliates; they are the real power of the organization,” he said. “It’s important to me to keep the affiliates strong and healthy; finding out what their needs are, what areas they’ve grown in, and what they need support in. Leadership development is really going to come from them.”

The new president believes that simply letting people know that school psychology exists is still the necessary first step in promoting and growing the profession.

“School psychology is the best kept secret,” he said. “I know so many professionals in the field who found out about it much later in life. It was a second career for me and I didn’t originally know it existed. Letting people know that the field exists and what it all entails is extremely important.”

Sopp noted his support of CASP’s Alumni Club presentations, where mostly retired members speak to undergraduate psychology programs at universities and colleges about school psychology.

“The Alumni Club has been really helpful in educating the public about this profession. Hopefully, we can encourage more people to enter the field through these presentations and other avenues,” he said. “Many people want to go into the mental health field because they want to work with kids. Well, school psychology is a great avenue for working with kids. I don’t know of any other profession that has as much access to working with and helping children.”

With the ever-changing laws and school atmospheres, Sopp believes that continuing education, though not mandatory for school psychologists, is the key to helping them be the best that they can be.

“It’s certainly ethical and professional to continue your education by attending so many hours of CEus. but there is no outside agency that holds school psychologists accountable for doing that,” he said. “This is something that we have to hold ourselves accountable to. Public education has changed so much in a short period of time it is so important to continue professional growth.

CASP introduces peer mentoring program

By Dr. Brian Leung, CASP Research Chair

To support best practice among fellow school psychologists, especially those new to the field as well as those making “transitions” (e.g. returning to work, new to California, moving to a new setting, like a charter), CASP is creating a mentoring program! This program will debut at the 2016 CASP convention in Newport Beach.

Here are the basics: The mentoring program pairs a veteran school psychologist (mentor) with a school psychologist (mentee) who is interested in receiving advice, second opinion, or just having someone to talk things over with. The pairing will be made by the CASP mentoring co-chairs based on brief online questionnaires to both parties, with the content of the questionnaires to be shared.

Once paired, both parties are expected to contact each other to set up an initial meeting time. Meeting time(s) between the pairs is strictly voluntary and calendared on mutually agreed schedules. Several locations will be available at the upcoming CASP convention in Newport Beach, but pairs can decide to meet elsewhere or virtually. The duration of the mentoring is also determined by the pair.

In order to improve this new CASP mentoring process, a short online evaluation will be sent to all to solicit feedback.

If you’re interested in more information and/or wish to have a mentor, please contact Dr. Brian Leung at bleung@lmu.edu or Maureen Schroeder at mschroeder209@gmail.com.

CASP’S NEW PRESIDENT

continued on page 16
CASP Convention 2016

He also held seats on the boards of the Greater Long Beach Association of School Psychologists, the Foothill Association of School Psychologists, which he restarted, and the South Bay Association of School Psychologists.

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His past roles as a parent educator in the School Readiness Language Development Program and director of psychological services for Southwest SELPA make him the ideal leader to assist CASP in expanding its mission.

Read more about Thomas Sopp on page 2 in this issue of CASP Today.

FRIDAY’S KEYNOTE SPEAKER

David G. Esquith has been the director of the Office of Safe and Healthy Students, an agency formerly known as the Office of Safe and Drug-Free Schools, since January 30, 2012. The office is located in the Department of Education and reports to the assistant secretary for the Office of Elementary and Secondary Education.

Esquith served in the Department of Education’s Office of Special Education and Rehabilitation Services for 23 years, including in the Office of Special Education Programs, the Rehabilitation Services Administration (RSA), and the National Institute on Disability and Rehabilitation Research (NIDRR). He served as a special advisor to the NIDRR director, as well as NIDRR’s deputy director. After the Department re-organized RSA in 2005, Esquith served as director of the State Monitoring and Program Improvement Division. He also completed an extended detail at the Office of Management and Budget as a program examiner. A former Peace Corps volunteer, Esquith will be speaking on Friday, Oct. 28, at 8 a.m.

CONVENTION SESSIONS:
WORKSHOPS, MINI-SKILLS, POSTERS AND PAPERS

The Convention will include many workshops, mini-skills and paper and poster presentations suited for current and future school psychologists. Noted presenters and students will explore subjects such as crisis intervention, suicide prevention, dyslexia, cultural issues, law and ethics and more. The following sessions are just a glance at what’s in store.

- PREPARE Workshop 2 with Dr. Stephen E. Brock, NCSP, will provide school-based mental health professionals and other school crisis intervention team members with the knowledge necessary to meet the mental health needs of students and staff following a school-associated crisis event. The two-day workshop includes updated research and crisis intervention strategies that teaches participants how to prevent and prepare for psychological trauma, helps to reaffirm both the physical health of members of the school community and students’ perceptions that they are safe and secure, evaluates the degree of psychological trauma, responds to the psychological needs of members of the school community, and examines the effectiveness of school crisis intervention and recovery efforts. Bring your school crisis team, administrators and other PPS professionals to learn the latest in crisis preparation, intervention and response. Part 1 of this workshop will be held on Thursday, Oct. 27, 10:00 a.m.-5:30 p.m. Part 2 will be held on Friday, Oct. 28, 9:15 a.m.-5:00 p.m.

- A Processing Strengths and Weaknesses Approach to the Assessment of African American Students’ Cognitive Processes with Dr. James Hiramoto will examine the elements of a comprehensive special education evaluation for African American students through a processing strength and weaknesses model in light of Larry P., and explore why it is still with us today. The presentation will provide an opportunity to actively engage with peers utilizing informal assessment techniques, by exercising and sharing professional judgment on what cognitive skills can be observed in everyday activities, especially in play. This workshop will be held on Thursday, Oct. 27, 1:30-4:30 p.m.

- A Pattern of Strengths and Weaknesses Approach to SLD Identification: What It Is, What It Isn’t, and How It Is Applied with Dr. Dawn P. Flanagan will describe PSW methods and outline the criteria necessary to demonstrate a PSW that supports the SLD category. Recent research on the technical adequacy of and classification agreement among PSW models will be presented, the strengths and limitations of this research will be highlighted, and the implications for practice will be discussed. The PSW method will be compared to other methods of SLD identification to elucidate the nature of learning problems associated with each method (i.e., AAD, RTI, and PSW). Because SLD identification decisions are based on multiple data sources that were gathered via multiple methods, the relevance of data gathered by each method for intervention planning will be examined. It is expected that participants will learn the skills necessary to make informed decisions regarding selecting a method for evaluating the presence of a PSW, interpreting the results of the PSW analysis, and linking PSW data to intervention. This workshop will be held on Thursday, Oct. 27, 10 a.m.-5:30 p.m.

- Using the “D” Word: Identifying and Addressing the Needs of Students with Dyslexia with Dr. Catherine Christo will provide participants with essential information regarding dyslexia: possible causes, impact on reading, early markers, evaluation for special education and intervention, and strategies for intervention. It is expected that as a result of attending this workshop, participants will gain both knowledge and skills in understanding, assessing and addressing the needs of students with dyslexia. This workshop will be held on Friday, Oct. 28, 9:15 a.m.-12:15 p.m.

CASP Convention 2016
continued from page 1
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Starting Over: Taking on grad school in the later years

By Dawn Raya, Graduate Student, Azusa Pacific University

Since starting graduate school nearly two years ago at Azusa Pacific University, I have noticed that people enter the field of school psychology for many reasons and from different stages in life.

It was interesting that in the article “Demographics and Roles of California School Psychologists” in the 2016 winter issue of CASP Today it was stated that the mean age of a school psychologist is 39.6 years old; that is exactly my age now. While I won’t start my career as a school psychologist until after I graduate with my Ed.S. in Spring 2017, it is definitely not going to be the beginning of my first career.

Like so many nowadays, I am in the middle of a career change. Rare are the stories of people staying decades at one company long enough to earn gold watches and hefty pension plans; the average person has about 12 jobs during their career staying less than five years at each job.

Besides my high school and college jobs, I have had careers as an insurance underwriter, a teacher, and a university academic counselor. It wasn’t until my two sons started having difficulty in school that I realized my passion of the field of school psychology. They were incredibly fortunate to get the early intervention services that they needed to succeed and that opened my eyes to how I could help other children receive similar assistance. Integrating the people skills from my customer service jobs, the analytical knowledge from the insurance field and the educational background from my past experiences has been essential in my success so far in my graduate program.

Starting school again after so many years was intimidating, especially at the “advanced” age of 38. Most of my classmates were younger, more energetic and didn’t have young children or wrinkles. While they socialized after class I couldn’t wait to get home to tuck my kids into bed and then crash myself. They brought new-fangled computers to class on the first day while I toted my trusty spiral notepad. I really felt the age gap when taking the Research Methods course in the second year of graduate studies and had to recall basic statistics that I learned back in my undergraduate work.

For some of my classmates, this was only three years ago, but for me it was 20 years. Of course, within those 20 years I’ve learned more about life and myself than what I may have lost through academic regression. I knew that adding the stress of school would be a sacrifice for my family not only financially, but also because it would take me away from them two nights a week for class – plus, all the time devoted to studying and homework.

However, I think that we have all benefitted from my academic journey as well, even as we still sojourn through it. My kids are the ones who inspired me to learn about the field of school psychology and throughout this process I feel that I appreciate all children and their nuances more than ever before. I am a better parent because of what I have learned in school. I am a better student for what I have learned in life. And as a well-trained school psychologist I will be in an ideal position to help students access the school services they need to be successful. When I get my first job in my new career, all the sacrifices will have been worth it.

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Dawn Raya is a member of the CASP Today Student Editorial Board. If you are a student interested in contributing an article for “Students’ Corner,” please contact Alyssa Loomer at aloomer2@lion.lmu.edu.
A Message from the President
Making a Shark Tank Pitch
By Thomas Sopp, CASP President

As I begin my term as CASP President, I do so with deep passion for the field. I love working with students as their school psychologist. Very few professions have such broad access to students with the potential to support them in so many ways. Furthermore, may I candidly add that I accept the role of President with a great sense of humility? Representing the approximately 4,500 California school psychologists is a tremendous honor and I thank the CASP membership for the job it has bestowed on me to serve students and the profession in this way.

Reflecting on the relatively recent legislative changes in education that make good use of the expertise of school psychologists, most recently at the federal level with the signing of the Every Student Succeeds Act (ESSA) and at the state level with the Local Control Funding Formula (LCFF), I begin this year with a sense of urgency. From my perspective, the combination of ESSA and the LCFF provides unique opportunities and challenges that face school psychologists today.

The opportunities: In December 2015, President Obama signed ESSA, which replaces the No Child Left Behind mandates and encourages Local Educational Agencies (LEA) to improve school climate, improve school safety, and improve access to evidenced-based comprehensive learning supports. In addition, ESSA requires that states include collected data about school climate, bullying, and harassment in their annual state report cards. The first opportunity for school psychologists is to regularly review the available data from their schools’ progress monitoring efforts to improve school climate/safety and reduce bullying and harassment and to make certain that all students attend a school with a safe and supportive learning environment.

The second opportunity for school psychologists is to match evidenced-based interventions to campus needs. In fact, with ESSA’s intent to help schools improve conditions for learning, it authorizes various funding streams that states and districts can use to implement, such as:

- Positive behavior interventions and supports or other activities to address skills such as social emotional learning, conflict resolution, effective problem solving, and appropriate relationship building.
- Trauma informed practices and mental health first aid
- Comprehensive school mental health services
- Efforts to improve school climate, school safety, and crisis prevention, intervention, and response
- Improve school community partnerships

To make certain that all students attend a school with a safe and supportive learning environment, the LCFF provides unique opportunities and challenges that face school psychologists today.

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- Efforts to improve school climate, school safety, and crisis prevention, intervention, and response
- Improve school community partnerships

The challenges: Two paradigm shifts may be necessary for school psychologists to make the most of the above opportunity. The first is to develop a comprehensive perspective of the psychological services. Please be patient with me as I illustrate this point with my personal evolution by sharing my own personal paradigm shift.

When I was young in the school psychology field, I was also an avid competitive runner. So, I measured the success of the psychological services I delivered in the same way a runner measures success in a race. When competing, serious runners measure their success by the end of race statistics, such as place finished, overall time, average time per mile, fastest mile, slowest mile, etc. In the same way, as a novice school psychologist, I measured the success of the school year by the end of the school year statistics: the number of reports written, the number of counseling session delivered, consultations made, etc. In fact, the school year felt like a race. The first bell on the first school day of the school year sounded the start of the race with the last bell on the last school day of the year serving as the finish line.

Since those early days, I now measure my success as a school psychologist as if I had made a family road trip. When I take my wife and three girls, and most recently my mother-in-law, on a cross country driving adventure, I measure the success of the trip not by the statistics, as if I had run a race (the number of miles driven, our average speed, the number of sites visited, etc.), but by the impact on the family system. I measure the success of a road trip by answering the following questions: Is the family system healthier? Is communication open? Do positive feelings abound? Are we sorry the trip ended? Leaving those novice school psychology days behind, at the end of the school year I now ask myself, as if I made a family road trip, what impact did I make on the overall school site’s system? Has staff communication become more efficient in identifying student’s needs? Did the structure of the environment leave

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continued on page 9
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President's Message

continued from page 6

students feeling supported and safe? Do positive feelings abound about the nature of support for students and staff? Is the staff training so effective that they are sorry that they don’t have more training and support?

The advantage of measuring success by a “road trip” paradigm came like a revelation when I served as the coach for a large urban middle school site implementing a Positive Behavior Intervention Services (PBIS) model. With a “race” mentality, I was supporting one student at a time. With a “road trip” mindset, I supported all students on campus by impacting the school site system and school climate. Since my district’s initiative 10 years ago, PBIS has continued to gain momentum.

With LCFF in mind, the second paradigm shift that may be a challenge for many school psychologists is to think like an entrepreneur. In business, the key word is relevancy. An entrepreneur thinks about how the product or service is relevant to consumer needs. For a business’ survival, the key is staying relevant because consumer needs constantly change (Do any businesses that are struggling to stay relevant to consumer needs come to mind?). In the same way, a school site’s needs are constantly changing as demonstrated by the collected data. Therefore, we need to stay relevant to the needs on campus. Staying relevant and accepting the opportunity available in the Local Control Funding Formula means learning how to make a “shark tank” pitch (if you have never watched “Shark Tank” that is your homework this week!).

The following is a brief example of school psychologists who advocated for students by making a “shark tank” pitch. Mireya Cervantes and Bridget Meyers are school psychologist serving a large urban high school campus. Mrs. Cervantes and Mrs. Meyers assessed the needs of the campus and rolled out a “shark tank” pitch to site’s co-principals. In short, the pitch was that the high need student population would benefit from a “Care Center” where students can drop-in for support, receive psychoeducational counseling services, small group and individual counseling, and referrals to coordinated outside agencies. After further idea development with the principals, both Mrs. Cervantes and Mrs. Meyers continued their shark tank pitch to the School Site Council (SSC). The SSC accepted the idea and agreed to fund a full-time school psychologist to manage and provide direct services at the Care Center.

When a school psychologist can present a “shark tank” pitch that matches the school site’s needs based on the data with suggestions for evidence-based systems change and direct services to meet the needs, the advocacy becomes relevant to the powerbrokers at the school site. May

A Message from the Executive Director

CASP Rolling Out New Benefits, Services

By Heidi Holmblad

You may notice a few changes as you register for the 2016 CASP Convention or renew your membership online over the next few months. Dig deeper and you’ll find that CASP has suddenly become a lot more interactive, with a new database that allows members to create and update profiles, find other members, even join new groups.

Here are some of the advantages of the new database, known as Abila:

Members can create profiles with such items as languages spoken, certificates and degrees earned, other organizations to which you belong, and interests. You can even add a photo of yourself to your profile. Directories can be designed with the information members complete in their profiles. For example, we will finally be able to put together a directory of LEPs for use by other members. Need an independent evaluation done by an LEP from outside of your school district? You’ll be able to find one through the CASP database.

You will also be able to find, for example, school psychologists who, perhaps, speak Tagalog or Mandarin Chinese. Find that friend you made at the 2005 Convention who you lost track of. Or, join a group that has questions regarding alternative assessments. We’re still working to see what we can do with this new database as we roll out new features over the next few weeks. Watch your email for all the advantages of filling out your profile and getting more involved in CASP.

One other new benefit CASP has already started is called Hotel Storm. From the Members Area of the CASP website, you can save up to 55 percent on hotel rooms nearly anywhere in the world. The Hotel Storm site is as easy to use as Expedia, Hotels.com, or any of the other online hotel discount sites, but often has lower prices or discounts after the others have sold out. Check it out before your next vacation.

The CASP website has many other features that you may want to take some time to discover. Need to get a few more last-minute CEUs before renewing your LEP license or your NCSP certification? We have webinars that give you the credits needed to do that. CASP members also get the full issues of CASP Today, access to the Contemporary School Psychology journal and the Job Bulletin, which is chock full right now of open school psychology position in nearly every corner of the state.

But there is so much more to discover. Interested in what is going on in Sacramento that directly affects your job? A visit to the Legislative page will keep you up to date. Click on the Mental Health section on that page and you’ll find document that support school psychologists’ offering educationally related mental health services. CASP’s excellent resource paper on dyslexia and AB 1369 – the bill passed last year that calls on the California Department of Education

“Dig deeper and you’ll find that CASP has suddenly become a lot more interactive. Abila - an interactive database for psychologists, Hotel Storm - with discounts on hotel rooms, CASP Legislative Page - with Mental Health section, CASP Webinars - for continuing education credits”

continued on page 15
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SPECIAL EVENTS AND ATTRACTIONS

• Casino Night – This Las Vegas-like casino gaming event will benefit the California School Psychology Foundation (CSPF), established to create the scaffolding to build and sustain the image of the school psychologists and increase the visibility of the profession in the field. The foundation’s scholarships support its mission and all of the proceeds from the Thursday, Oct. 27, event will go to the Paul Henkin Convention Grants and Cultural and Linguistic Diversity (CLD) Scholarship. **Sign up early for a discounted admission price!**

• Exhibit Hall – Many exhibitors will be present to share their information inside the Exhibit Hall on Thursday, Oct. 27 and Friday, Oct. 28.

• CASP Awards Luncheon – Come celebrate this year’s winners of the following awards: Cultural and Linguistic Diversity Scholarship, Paul Henkin Convention Scholarships, Michael Goodman Research Award, Nadine Lambert Outstanding School Psychologists, Sandra Goff Memorial Award, and other awards. $30 per person. Friday, Oct. 28, 12:15-2 p.m.

• CASP Walk/Run: This casual (approximately) 5K walk/run will be held Saturday, Oct. 29, at 7:00 a.m. Sponsored by the CASP affiliates, the walk/run will feature a few snacks and – best of all – a T-shirt!

• Town Hall Meeting: A generation of trauma: What is the role of schools? Moderated by former CASP President and California State University, Long Beach, Professor Brandon Gamble, this pre-convention panel discussion with audience participation will explore the role schools may have as society attempts to end trauma in places where it often occurs. Panelists include Dr. Pedro Noguera; Dr. Regalena “Reggie” Melrose, psychologist and educational consultant, author of The 60 Seconds Fix as well as the creator of Brain Charge: The K-12 Curriculum; Dr. Cheryl Grills, Loyola Marymount professor and creator of Emotional Emancipation Circles in the Black Community; Restorative Justice expert Juan Benetiz, also from CSULB. This free session will be held Wednesday, Oct. 26, at 7 p.m.

Book your hotel room for CASP Convention 2016 at the early-bird special rate and view more information at [http://event.casponline.org](http://event.casponline.org) . Full workshop descriptions and special events information will be posted on the CASP website soon.
Legislative & Budget Update:

By Laura Wasco & Jeff Frost, CASP Legislative Advocates

Legislation to implement State Auditor recommendations on Mental Health Services still moving through the Legislative process

In January, the California State Auditor presented her audit report concerning special education mental health services provided to students through IEPs to the Governor and the Legislature. The report, Student Mental Health Services: Some Students’ Services Were Affected by a New State Law, and the State Needs to Analyze Student Outcomes and Track Service Costs, was requested by Senator Jim Beall, D-San Jose, and focused on four LEAs and how they handled the transition of mental health services under AB 114.

Senator Beall introduced two bills in an effort to address some of the Auditor’s recommendations, SB 884 and SB 1113. Over the last four months both bills have gone through a big transformation.

SB 884 (Beall), as introduced, would have added a series of new state mandates and reporting requirements regarding student mental health services. The bill was “substantially amended” last month in the Assembly Education Committee.

In an effort to address Senator Beall’s interest in improved fiscal and programmatic accountability for student mental health services and also address the opponents’ concerns regarding new mandated costs, duplicative requirements, and the diversion of resources away from instruction and delivery of services, the Assembly Education Committee recommended a series of amendments to SB 884 which basically deleted the current contents of the bill and instead replaced the bill language with provisions that address:

- **Fiscal accountability** – Are mental health dollars being spent in accordance with the law?
- **Program Accountability** – Are students being offered services to which they are entitled by law?
- **Student Outcomes** – Are students served through mental health programs making academic progress?

The Senator accepted the committee amendments and most (if not all) of the opponents have removed their opposition. The bill as amended on June 30, 2016 would now:

1) **Require** that the K-12 education audit guide include an audit procedure that reviews whether the funding received by an LEA for educationally related mental health services required by an IEP (AB 114 funds) was used for its intended purpose.

2) **Require** the CDE to create a report on its compliance findings and corrective action plans related to the provision of mental health services for pupils with individualized education programs using data the department collects through its verification and comprehensive reviews, including those targeted and any randomly chosen for review. The department shall send this report to the appropriate fiscal and policy committees of the Legislature by June 30, 2017.

3) **Require** the CDE to create a report on pupil outcomes for pupils receiving mental health services through an individualized education program. The data used to create this report shall already be maintained by the department and shall be reported to the extent permitted under state and federal laws regarding the privacy of pupil information. These outcomes shall include all of the following:
   - Graduation rate.
   - Dropout rate.
   - Statewide assessment results.
   - Suspension and expulsion rates.
   - Participation in general education classes.
   - Postschool outcomes.

4) **Require** the CDE to include a link on the sample procedural safeguard forms for which it maintains translations.

SB 884 will be heard next in the Assembly Appropriations Committee in August.

**SB 1113 (Beall)** would establish a pilot program authorizing local educational agencies (LEAs) to enter into partnerships with county mental health plans for the provision of Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) mental health services and to expand the allowable uses of specified mental health funds to cover services to a student of the LEA, whether the student receives special education services pursuant to an Individualized Education Plan (IEP).

The bill was recently amended to remove the section of SB 1113 that would allow AB 114 dollars to be used for non-special education students. Senator Beall hopes that his pilots will help bring the two sides (county mental health & LEAs/SELPAs) together. There is currently no new funding source in the bill for the pilot program. The Senator and the sponsor were hoping for some designated funds in the annual budget act but no funds have been allocated.

**CASP has been actively monitoring both bills and currently has a “watch” position on them.**

**Multi-Tier System of Supports (MTSS)**

In January, the Governor’s proposed budget provided an increase of $30 million in one time Proposition 98 General Fund resources to build upon the $10 million investment included in the 2015 Budget Act for an increased number of local educational agencies to provide academic and behavioral supports in a coordinated and systematic way.

The final budget approved by the Legislature and signed by the Governor reduced the funding from $30 million to $20 million for the MTSS program. The funding will be used to provide grants to local educational agencies for the purpose of directly funding services or practices aligned to the Multi-
NASP Report

By Kristin Makena, NCSP, California Delegate

If you’re like me, you’re excited that summer is finally here, but also looking forward to planning for the coming year. I hope you will allow me to serve as your delegate this year by renewing your membership. You can do so online at http://www.nasponline.org/membership.

I want to highlight a few things going on at NASP to make your summer as productive as it can be. The updated NASP handout, “Managing Strong Emotional Reactions to Traumatic Events: Tips for Families and Teachers,” discusses common reactions to trauma, identifies signs of anger, offers tips for controlling anger and identifies behaviors indicative of serious emotional trauma. You can view or download the handout at:


NASP has released a handout providing an overview of ESSA’s provisions relevant to Multi-Tiered System of Supports (MTSS), as well as a companion handout that provides an overview of MTSS designed to be shared with decision-makers and administrators. As states, districts, and schools begin considering how to structure MTSS under the provisions in ESSA, school psychologists can effectively support the processes. You can access both handouts at:


Summer break is here! Take time to stay current on the latest assessment methods, interventions and more. NASP’s Online Learning Center houses over 100 on-demand sessions on topics such as mental and behavioral health, law and ethics, multicultural issues, and response to intervention. Browse and buy at http://www.nasponline.org/OLC.

It’s a great time to take an in-depth look at some of the most pervasive issues in schools. Browse the NASP online store for books on academic and behavioral interventions, school crisis prevention and response, mental health services and much more. Start next year ready for the challenges that lie ahead and your students will reap the benefits. View the catalog at http://www.nasponline.org/resources-and-publications/books-and-products.

I look forward to corresponding more throughout the coming year. Enjoy your summer!

School Psychologists use CSP Foundation Mini-Grant for Student Success

By Raina LeGarreta, CASP Communications Specialist

The California School Psychology Foundation developed the mini-grant program as part of its mission to enhance and support the practice of school psychology via financial support for projects designed to provide direct benefit to students.

The main purpose of the funding is to 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. Successful applicants for the mini-grant include programs in which promote the development of positive assets in children and youth.

In order to be eligible to receive a CASP mini grant, you must be a credentialed, full-time school psychologist at a California public school. Awards may be made in any amount up to $1,500.

The CSP Foundation Board is most interested in projects directly affecting the lives of children and/or their families. All projects consistent with this purpose will be considered. Projects will be selected by a review committee, and awards will be based on merit and compliance with the program’s purpose.

Upon approval of the grant, one-half of the awarded amount over $1,000 will be made available to the winning applicants. The second half of the amount will be sent upon completion of the project and receipt of the evaluation and the CASP article. Applications are due by November 1 of each year, with awards announced by January 1.

For complete details about the mini-grant and to apply, visit: http://casponline.org/about-casp/csp-foundation/#minigrants

Mini-Grant Application

DO YOU HAVE AN IDEA THAT WOULD TAKE ABOUT UP TO $1,500 TO CARRY OUT, BUT CAN’T GET FUNDING FROM YOUR SCHOOL OR SCHOOL DISTRICT?

Apply for a CSP Foundation Mini-Grant today! Go to http://casponline.org/about-casp/csp-foundation/. The annual deadline for the Mini-Grant is November 1. Awards are made every January.
Learn Center

Earn Continuing Education Credits From the Comfort of Your Home or Office.

The MHS Learn Center makes it easy for you to earn CE credits quickly and online. This user-friendly online tool allows you to satisfy your CE Requirements right from your computer, tablet, or smartphone!

Just study the assessment manual, pass the online questionnaire, and a certificate is created for you. Submit your certificate to the American Psychological Association as required for CE credits or to associations that recognize APA CE credits.

The above CE Online Manual Quizzes are now available.

Visit

MHS.com/CE

to learn more or to start earning your CE credits.
Executive Director

continued from page 9

to set guidelines for parents, administrators and teachers to assess dyslexia - that explains aspects of identification and intervention for students with dyslexia that are essential in meeting the mandate of the legislation. And don’t forget LCFF, ESSA and CASP’s Legislative Platform. It’s all there.

Want to stay involved in CASP, but headed toward retirement? We have a place for you! Become an Alumni Club member. There are two ways to do this: Donate $100 annually to the CASP Political Action Committee or make presentations to two or more undergraduate psychology classes on the advantages of getting a graduate degree in school psychology. Your reward? A private event at the annual convention and Spring Institute just for Alumni Club members. Online membership is available at http://casponline.org/legislative/alumni-club/.

Click around when you get to http://www.casponline.org. You’ll also find a page devoted to students, a way to contact your local affiliate and listings of not only CASP events, but those of the affiliates and partnering agencies, as well.

So look for updates in your emails from CASP as we roll out the new database system. Complete your profile when we have it ready for you. And enjoy our new benefits.

President’s Message

continued from page 9

I submit to you that staying relevant to student’s needs is the profession’s Road Trip that never ends (for more information about LCAP/LCFF, go to the CASP website at http://casponline.org/legislative/lcff).

The last recession resulted in many districts being inadequately staffed for supportive positions. As a result, many districts’ psychologist-per-student ratio grew even further over the recommended limit. The current NASP recommended school psychologist-per-student ratio for implementing a comprehensive model of support is 1:500-800, depending on the school site’s needs (Model for Service by School Psychologists). When school psychologists share the site’s common concerns and needs, systemic change that improves school climate can be promoted, including the recommendation that additional school psychology time be funded under LCFF to implement supportive services.

Many in our field may need additional or updated training to make this happen. The CASP Convention will take place on October 27-29, 2016 at the Hyatt Regency Newport Beach. The theme of this year’s convention is “Advocacy and Intervention for Traumatized Youth.” We will kick-off the convention on Wednesday evening, October 26, with a Town Hall panel of experts in the field of education discussing the theme: “A generation of trauma, the role of schools.” The following morning Dr. Pedro Noguera, UCLA Professor at the Graduate School of Education and Information Sciences, will deliver the keynote address. David Esquith, director of the Office of Safe and Healthy Students, U.S. Department of Education, will kick off the convention schedule on Friday, October 28, with an 8:00 a.m. talk on school safety. Dr. Reggie Melrose and Dr. Brandon Gamble will present on Tier I intervention for students that have experienced trauma. Araceli May and Maria Olvera will present a Tier II intervention on using cognitive behavior interventions for trauma in schools. With the recently passed AB 1369, Catherine Christo will present a workshop on assessment and intervention for dyslexia. And Dr. Stephen Brock will be presenting the two-day PREPaRE workshop for all school personnel, while Dr. James Hiramoto presents alternative assessments that could work for those of you trying to assess students within the confines of Larry P. Check out these and other opportunities to meet the needs of your students and school site by visiting the CASP website for a full list of the convention offerings. I hope that districts will take advantage of the menu of opportunity for teachers, directors and school psychologists to attend the workshops presented.

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Legislative Update

continued from page 12

Tiered System of Supports framework developed under the “Scale Up MTSS Statewide” (SUMS) project.

The Orange County Department of Education (OCDE) was awarded a grant to lead this project. OCDE is also partnering with the Schoolwide Integrated Framework for Transformation Center (SWIFT Center), a technical assistance consortium based at the University of Kansas, and Butte County Office of Education (COE) to develop a scalable model that integrates evidence-based support within a MTSS framework, focusing on student’s academic, behavioral, and social-emotional needs. The SWIFT center has experience establishing MTSS in five states and their program will provide the basis for the SUMS initiative professional learning work. Butte COE will support the design, management, and editing of the SUMS initiative website and provide insight on the unique needs of small, and rural LEAs. Under the SUMS initiative, the OCDE will provide a tiered, trainer-of-trainers infrastructure, based on the SWIFT framework that includes:

- A state leadership team of experts from the CDE, OCDE, Butte COE, and the SWIFT Center.
- Eleven regional transformation teams based on the California County Superintendents Educational Services Association (CCSESA) regions. Each team will contain a regional lead supported by a team of regional trainers who will complete the professional learning series and bring expertise back to their region.
- Within each of the 58 counties, will be a county transformation team led by a COE trainer and LEA leads (from subgrantees).
- LEA implementation teams that include LEA leadership and stakeholders. Support of the teams will be provided by OCDE and the SWIFT center.


CASP’s New President

continued from page 2

growth and development in this field.”
CASP’s new president certainly makes time
for fun and relaxation when taking time
away from the duties of being a trailblazer
and advocate of the profession.
Outdoor activities with his family were among
those noted Sopp’s favorite activities.
“One of our favorite things to do together
is go on road trips and see different parts
of the country and experience new things,”
he said. “We also love to go fishing, hiking,
backpacking, rock climbing, mountain
biking, cross-country skiing, snowboarding...
lots of time outdoors.”

School psychologists strive to improve
the educational experience for all children.
They are the school-based experts on many
issues, including school violence, special
education, learning disabilities, mental
health and school and community-linked
children’s health services.
CASP Today, the quarterly newsletter
of the California Association of School
Psychologists, reaches about 2,000
school psychologists.
CASP Today
features
informative articles and important
information for the school psychologist.
CASP Today offers the best opportunity to
reach school psychologists in California to
advertise your products and services. Place
your ad in the next issue! Deadline for the
Fall 2016 issue of CASP Today is October 19,
2016.
For advertising discounts, ask about our
Corporate membership.

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The National Association of School Psychologists
awarded California State Senator Loni
Hancock its Outstanding Advocate Award at NASP
Convention 2016, held last February in New
Orleans. Sen. Hancock could not attend, so in
May CASP President Troy X. Leonard and President-
Elect Tom Sopp presented
the award to Sen. Hancock Representative Renee Estoista, in
the senator's absence. CASP
 nominated the senator
because of her legislation
that resulted in $10
million being placed
in the state budget for MTSS training.

Get connected with CASP!

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MEMBERSHIP / RENEWAL APPLICATION

1020 12th Street, Suite 200, Sacramento, CA 95814
916 / 444-1595 916 / 444-1597 fax

www.casponline.org

PERSONAL INFORMATION

Mr.  Ms.  Mrs.  Dr.  •  M.A./S.  PhD  LEP  NCSP  SP Graduate Program Trainer  (circle all that apply)

☐ Check here if Home & Billing address are the same. I have been a school psychologist for ______ years.

First Name: ____________________________ Last Name: ____________________________

Home Address: __________________________

City: ____________________________ State: ________ Zip Code: ____________________________

Billing Address*: __________________________

City: ____________________________ State: ________ Zip Code: ____________________________

District: ____________________________

County Where You Work: ____________________________ Region No.: ____________________________

E-mail: ____________________________ Work Phone: ____________________________ Home Phone: ____________________________

MEMBERSHIP CATEGORIES

(Please Check One)

☐ Status Change (Check here if this is a membership category change.)

☐ Regular Member - $155.00. Regular Members are persons who (1) are credentialed school psychologists employed in California, OR (2) are Licensed Educational Psychologists.

☐ 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)

☐ Credentialed school psychologist employed in a state other than CA.

☐ Credentialed school Psychologist who is on leave of absence to personal or professional reasons, such as pursuing an advanced degree.

☐ 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.

☐ 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:

Advisor’s / supervisor’s name: ____________________________

Advisor’s / supervisor’s e-mail: ____________________________

Advisor’s / supervisor’s phone: ____________________________

PAYMENT OPTIONS

I am interested in donating to the: *CASP charges $25. for all returned checks.

☐ “CLD” Cultural Linguistic Diversity Scholarship  ☐ Mini-Grants Program  ☐ “PAC” Political Action Committee

☐ PAYMENT IN FULL  Membership Fee $ ____________

Check # ____________ Mini-Grant Donation $ ____________

(Payable to CASP+)

CLD Donation $ ____________

Visa / Mastercard  CASP PAC Donation $ ____________

*Credit Card Number:  TOTAL $ ____________

Security Code:  Expiration Date: _______ / _______

Phone Number: ( _______ ) _______ – _______ ____________

☐ Payroll Deduction (Regular Members Only)

Payroll deduction is the easiest way to pay your membership fees. Send CASP this completed form and start receiving membership benefits immediately.

Pursuant to Education Code 45060, to pay for CASP membership dues, I authorize the above-named school district to withhold $15.50 per month, for 10 months, from my salary during the school year.

Social Security Number:

This information will only be used for processing this application.

Signature: ____________________________

☐ CASP is authorized to use my credit card for payment of member dues.

Signature: ____________________________

CASP occasionally sells its mailing list to private and non-profit corporations related to the school psychology profession.

CASP does not offer for sale its members’ e-mail addresses, phone numbers or fax numbers.
California Association of School Psychologists

ANNUAL REPORT | 2015–2016
CASP Vision Statement
The Vision of the California Association of School Psychologists is to foster the social, emotional and academic wellbeing of all students by collaborating with families, school staff, and the community to ensure that students are educated in schools that support equity, access, and respect for all.
Adopted by the Board of Directors in November 2014

CASP Mission Statement
CASP’s Mission is to provide high quality educational and leadership programs that maintain high standards of practice for school psychologists through legislative advocacy, professional development, communications, publications, ethics guidelines, and direct services to members, to enable the growth and development of the profession, and to ensure safe, healthy, and successful outcomes for the children, schools and communities we serve.
Adopted by the Board of Directors in December 2014

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Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASP Accomplishments in 2015-2016</td>
<td>4</td>
</tr>
<tr>
<td>Other CASP Accomplishments</td>
<td>5</td>
</tr>
<tr>
<td>Executive Committee Reports</td>
<td>9</td>
</tr>
<tr>
<td>Region Reports</td>
<td>10</td>
</tr>
<tr>
<td>Committee and Specialist Reports</td>
<td>14</td>
</tr>
<tr>
<td>Executive Director’s Report and Fiscal Report</td>
<td>18</td>
</tr>
<tr>
<td>Other Board Activities</td>
<td>19</td>
</tr>
<tr>
<td>CASP Board of Directors 2015-2016</td>
<td>20</td>
</tr>
<tr>
<td>CASP Staff</td>
<td>20</td>
</tr>
</tbody>
</table>

**Note to Readers:** This is the Annual Report of CASP’s activities for the academic and fiscal year that ended June 30, 2016. The CASP Board has achieved significant milestones as a result of its efforts, and these accomplishments will benefit the students of California and the profession of School Psychology. Thanks to all members and staff who contributed to this effort.
CASP Accomplishments in 2015-2016

We Met Our Goals!

CASP met its three priority goals set by the President for this year: 1) to continue to increase membership with target interventions; 2) to increase support to affiliates via attending their local events and asking how we can support them; and 3) to reach out to parents/parent groups to add their voice to the work CASP is doing.

**Membership** - Membership increased slightly this year. CASP’s membership continues steadily to grow. On July 15, 2015 total membership was 1644. As of July 15, 2016, it was 1722. With assistance from the Membership Chair, an analysis of trends was used to make recommendations for exploring ways to increase membership through various avenues including joint membership with neighboring states like Nevada, communicating with students through university programs and reaching out to retired members.

![2015-2016 Annual Membership Chart]

**Affiliate Support** - CASP President Troy Xavier Leonard had frequent communication via email, phone and attending various events throughout the State to provide a visual presence of the CASP Board in supporting CASP affiliate activities.

**Parent Outreach** - Leonard attended the annual California PTA Convention, participated in parent forums, contacted parents/parent organizations with Los Angeles Unified School District to seek potential input and participation in a future CASP parent ad hoc committee.

**Strategic Plan Update.**

At its August 2015 Retreat, new and continuing CASP Board members reviewed our 5-year Strategic Plan (2010-2015). After much discussion, no changes were made. Instead, the board looked at additional goals and projects as a result of actions being taken at the state and federal levels with Local Control Funding Formula and Every Student Succeeds Act. This formed a loose framework for this year.
Other CASP Accomplishments

CASP Convention 2015. More than 840 attendees filled the Riverside Convention Center on Oct. 15-17 for CASP Convention 2015: Social & Restorative Justice: Positive Outcomes for All Students. Convention attendance continued is growth by 60 from the previous year and produced a net profit of $142,596. The three-day event was ushered in by a pre-Convention Town Hall Meeting held on Oct. 14 that addressed the School-to-Prison Pipeline. It included community attendees, students and a panel of professionals that explored today’s attitudes toward the issue of why many of our most at-risk schoolchildren are pushed into the criminal justice system.

The conversation delved into the policies and problems that cause the pipeline effect. Ways that school psychologists, mental health professionals, school administrators and city officials can greatly reduce or put an end to the flow of the school-to-prison pipeline were explored, and questions were raised regarding the worsening of the issue caused by stigmas that are placed on at-risk students.

The General Session kicked off the three-day event and began with CASP President Troy Xavier Leonard’s address. His encouraging tales of continuing to strive for the top even after having been harassed several times in the past by law enforcement officials and others simply because of his race and sexual orientation garnered him praise and a standing ovation.

Described as inspiring and powerful by many who were present, Leonard’s presentation addressed experiences from his past that related directly to the theme of this year’s event, saying that, “This is at the heart of social and restorative justice.”

The address was followed by the keynote speech by master teacher and developer Dr. John Hodge, president and co-founder of the Urban Learning and Leadership Center (ULLC), an organization focused on student achievement and reduction of the achievement gap. Dr. Hodge’s speech delved into the ULLC Resilience Framework that stresses teaching the “whole child” as the key to promoting success in at-risk children.

Using his life and the lives of children he grew up with he clearly laid out the case for ending the practice of telling students who are considered “at risk” that they fit into that definition. He noted that half of his peers have very successful careers – doctors, attorneys, sports figures; the other half are either in jail or dead. The difference, he said, was one teacher who had taken intense interest in all of her students and treated them all like members of her family; she taught them they could achieve no matter their backgrounds.

In addition to the many workshops, mini-skills sessions, papers and posters that were geared toward understanding the complete child, the convention included an exhibit hall and Job Fair open to attendees. Many social/networking activities for CASP members and students were incorporated, including the Mentoring Luncheon that gave students and newly minted school psychologists the opportunity to network and learn from professionals in the field. The CASP Awards Luncheon honored the year’s Nadine Lambert Outstanding School Psychologists award winners in eight regions, as well as the year’s Sandra Goff Award awardee Dr. Catherine Christo.
Spring Institute 2016. Hyatt Regency Monterey was the site of CASP Spring Institute 2016 held on March 31-April 1. Titled, “Connect the Dots to Support the Whole Child,” the event featured workshops that explored a variety of issues. The event attained 330 attendees, an increase of 50 from 2014, and produced a net profit of $56,122 making it our highest attended Spring Institute yet.

Students and others who were seeking careers in school psychology attended the CASP Job Fair. About 20 school districts, county offices of education, and employment agencies were seeking qualified school psychologists for their positions.

NASP President Todd Savage was the keynote speaker for Spring Institute and his address delved into efforts that can improve school climate and safety. Attention was centered on students who struggle in school because they are bullied, teased, or ostracized as a result of their sexual identity, learning problems, or family situations.

Election Results.

Each year, the membership elects the President-Elect. CASP’s presidential cycle spans three years. The President-Elect serves for one year and is charged with planning the Spring Institute and serving as Chair of the Personnel Committee. The President-Elect becomes President of the Association the following year. In the third year, s/he serves as Past President. For the 2016-2017 term, Long Beach Unified School District school psychologist chair of CASP ERMHS Ad Hoc Committee chair Tom Sopp became CASP President and Dr. Pedro Olvera, Director and Associate Professor of the School Psychology program at Azusa Pacific University, was voted President-Elect.

In even numbered years, CASP regional members elect a representative to the board from each even-numbered region (II, IV, VI, VIII, X). Each Region Representative serves a two-year term. Region Representatives may serve a maximum of two consecutive terms.

In April 2016, the following Region Representatives were elected:

Region II – James Hiramoto, 2016-2018 (second term)
Region IV – Jeannine Topalian, 2016-2018 (second term)
Region VI – Glenn Schumacher, 2016-2018
Region VIII – Lillian Hernandez, 2016-2018 (second term)
Region X – Maureen Schroeder, 2016-2018 (second term)

Dr. Glenn Schumacher of Region VI was elected to serve a two-year term as Affiliate Representative, replacing LaTasha Cooper who declined to run for a second term. His term will span 2016-2018. The longtime CASP Historian had spent two terms as Region VI Rep in the 1990s.

Kristen Makena completed her first term as California’s delegate to the National Association of School Psychologists (NASP) for 2015-2017.
2015 Awards

The Sandra Goff Memorial Award was presented to California State University, Sacramento, Professor Emeritus Dr. Catherine (Cathi) Christo for her dedication to the profession and exemplary service to CASP, including being instrumental in the founding of CASP’s Alumni Club in 2014 and co-authoring the organization’s position paper on Patterns of Strengths and Weaknesses. Dr. Christo’s vast amount of knowledge related to students with special needs, and specifically, students with learning disabilities has helped to make improvements in the lives of children throughout the state. And her training and guidance of graduate students have helped many of them find capabilities in themselves that they had not seen.

The NASP Lifetime Achievement Award, California nominee was Dr. Brent Duncan, past CASP President (2002-2003). Dr. Duncan has devoted his professional life to the improvement of the school psychology field. Including his employment as both a practicing school psychologist and professor of school psychology at Humboldt State University, he has over 30 years of service in the profession. The longtime NASP member has lead one of the association’s most important workgroups, Government and Professional Relations, and held appointments as a Program Manager and Strategic Liaison. In his latter two positions, Dr. Duncan also served on NASP’s Executive Council and Board of Directors. He has been a member of CASP for almost 20 years, and was the association’s President in 2001.

CASP presented the California Legislator of the Year award to Sen. Loni Hancock (D-Oakland) for her advocacy of legislation that led to $10 million in state funding promoting Positive Behavior Interventions and Services through a training of trainers program that would involve school psychologists. The senator’s legislation galvanized those in the field of school psychology and pupil services who work with at-risk students and who implement the strategies throughout the state. Her leadership was crucial in increasing the legislative and political awareness of the need to provide funding needed to create overall awareness and infrastructure that will enable school districts to implement positive school climate programs as an integral part of their Local Control Accountability Plans.

CASP officially recognized the outstanding work of school psychologists through the Nadine M. Lambert Outstanding School Psychologist award. Only practicing school psychologists providing direct services to students, teachers, parents, or community agencies are eligible for the OSP award. Recipients must also be CASP members and are nominated by their peers. The Nadine Lambert Outstanding School Psychologist awardees for 2015 were:
Region I: Irene Chang, Windsor Unified School District
Region III: Tim Conway, Fresno Unified School District
Region IV: Beth Kauffman, Los Angeles School District
Region V: Sean Surfas, TOTAL Programs
Region VI: Lori Pendergraft, Riverside School District
Region VII: Kristin Makena, San Diego Unified School District
Region VIII: Kim Charnofsky, Conejo Valley Unified School District
Region X: Paul Teuber, Elk Grove United School District

The **Paul Henkin Convention Scholarship** is a monetary scholarship awarded by the California School Psychology Foundation to one school psychology student and one first-year school psychologist to attend the convention. The student award was given to Sarah Babcock of University of California, Santa Barbara and the professional award to Elizabeth Echeveste of Fresno County Office of Education.

The **Michael Goodman Memorial Research Award** promotes research and the scientist-practitioner model in school psychology. Rondy Yu of University of California, Santa Barbara was the recipient of this prize for his independent research.

**Cultural and Linguistic Diversity** scholarships are presented by the California School Psychology Foundation to encourage and assist students with diverse backgrounds to become school psychologists. Edward Rodenzo of California State University, Northridge, received the award, and Nicole Edwards of San Diego State University was the second year award recipient.
Executive Committee Reports

President-Elect, Tom Sopp

As part of his role as president-elect, Tom Sopp’s task was to plan CASP Spring Institute 2016, which was held on March 31 – April 2 at Hyatt Regency Monterey. The event was well attended and the graph below compares this and last year’s attendance.

![Graph comparing Spring Institute attendance 2014-15 and 2015-16]

Surveying those that attended, the vast majority of reviews were positive. Some of the positive reviews included:

- Many positive comments were noted about the quality of presenters and the topics. Workshops mentioned by name were the dyslexia workshops, PSW workshop, UNIT workshop and the DBT workshop.
- Dr. Savage’s keynote address was well received.
- The location of the conference received many positive comments.

Lessons learned and plans for next year’s conference include:

- Raffle at keynote luncheon
- CASP history questions with prizes
- Adding a slide on the presenter’s power-point that promote the general reception, luncheon, etc.
- Creating a video or power-point about how to use the online CEUs.
- Clarification in the registration packet that students can register for anything.

Past-President, Dr. Barbara D’Incau

Past-President Dr. Barbara D’Incau adhered to her goals for 2015-2016, including presenting a mini-skills workshop on school psychology supervision at the CASP Convention, supporting Santa Barbara Association of School Psychologists in developing an affiliate; a Santa Barbara affiliate charter was completed in 2016, and providing mentorship to CASP board members Jackie Allen, Tom Sopp, Beth Laurie, Maureen Schroeder during 2015-16.
Region Reports

Region I – Ryan Pepin, Region Representative

This past year has been a productive and positive one for Sonoma County Association of School Psychologists (SCASP), which is currently the sole affiliate in Region I. SCASP President Annalise Puentes and the steering committee refocused the SCASP website and created a newsletter.

SCASP hosted an end-of-the-year gathering at Truett Hurst Winery, where county school psychologists celebrated the school year and held elections for next year. Events that were well attended and had topics that were requested to continue in future years included: legal trainings, threat assessment and crisis response trainings, and panel discussions on threat-response team building and mental health.

SCASP welcomed its co-presidents for 2016-2017 - Angela Bonner, Sonoma Valley Unified School District and Deanna Fontanes-Halliday, Oak Grove Union School District; co-treasurers Connie Freeman and Kathy Bregder; co-secretaries Annalise Puentes and Bethany Deniz; and Angela Somawang in charge of the SCASP website and social media. SCASP will be starting off the 2016-2017 school year by hosting the Legal and Ethical Issues for School Psychologists workshop presented by Carl Corbin on Aug. 30, 2016 at Sonoma County Office of Education.

Region II – James Hiramoto, Region Representative

Bay Area Association of School Psychologists (BAASP) will be seeking any legacy funds available from previous Bay Area affiliates to fund WebEx. Given the large geographic range of BAASP, participation in meetings is difficult. WebEx allows up to 100 members to be able to participate live via smartphone or computer. Those unable to participate live can access the recorded meeting. WebEx will be used for workshops for CEU’s as well. The WebEx annual fee of $588 can be shared by other geographically challenged affiliates in Region II such as those in Monterey County and Santa Clara County. Monterey County SELPA received training from the Diagnostic Center, North this late spring and is looking at ways to implement this PSW model in their county. Santa Clara County will be going through this training this coming fall and spring (2016-17) with an eye toward adopting this process as well. SCCASP is still trying to reboot after a year hiatus: WebEx will hopefully alleviate many of their issues.

Region III – Amy Balmanno, Region Representative

The region’s membership has increased from 150 to 159. Amy reached out to former and non-members within the region to try to boost membership. She expects to see numbers increase with the revitalization of the Stanislaus County Association of School Psychologists (SCASP). The affiliate is almost up and running again.

CONTINUED
The following were appointed to the SCASP Executive Board for the 2016-2017 year: (President) Nelahie (Nel) Romo, Riverbank Unified School District; (President-Elect) Mary Vasche, Ceres Unified School District; (Secretary) Aline Baca, Ceres Unified School District; and (Treasurer) Patrick Hanks, Oakdale Joint Unified School District.

Amy connected with school psychologists in Tulare County to help them create their own affiliate. Currently, they are a part of the Central Valley Affiliate of CASP (CVA-CASP), but that board did not object to Tulare County psychologists creating their own affiliate. After surveying all psychologists within the Tulare County SELPA to assess interest and their likelihood of participation, she plans to organize a new affiliate there.

CVA-CASP hosted three events this year, they were: (Sept.18) Dr. Milton Dehn, Identifying Processing Strengths and Weaknesses for SLD Eligibility; (Nov. 18) Kelly Hawkins, Trauma-Informed Practices within the Schools; and (April 2) Tricia Skyles of Safe and Civil Schools, Responding to Misbehavior: Tier I and Tier II Interventions for Students with Challenging Behaviors.

The Kern Association of School Psychologists (KASP) hosted five events this year, they were: (Aug. 28) Jennifer Rowe Gonzalez of Fagan, Friedman & Fullfrost, Legal Update; (Sept. 25) Dr. Jessica Hannigan, PBIS Tier One Handbook: A Practical Approach to Implementing the Champion Model; (Oct. 30) Larisa Crookston, Alternative Assessment Approach to Establishing Cognitive/General Abilities; (Jan. 29) Nick Garcia, Counseling Interventions for School Psychologists; and (April 29) Dr. Achilles Bardos, Screening for Emotional/Behavioral Difficulties and Monitoring Intervention Effectiveness with the Behavior Intervention Monitoring and Assessment System (BIMAS).

Region IV – Jeannine Topalian, Region Representative

Jeannine represents Los Angeles Unified School District; a Region IV district. She participated more actively as a CASP Board member serving on the Dyslexia position paper, and Professional Standards task forces. Jeannine is in the process of updating the Los Angeles Association of School Psychologists (LAASP) bylaws.

Region V – Jackie Allen, Region Representative

Two leaders from Foothill Association of School Psychology (FASP), President Lauren Freeth and President-Elect Evelyn Miramontez, reported that FASP held two outstanding workshops, worked on membership, continued to develop an outstanding website and helped get Pedro Olvera elected CASP President-Elect.

Representatives from the Greater Long Beach affiliate- reported that organization was regrouping and getting new leadership for the year.

Region VI – LaTasha Cooper, Region Representative

Region VI was honored to host CASP 2015 convention: Social and Restorative Justice, Positive Outcomes for All Students at the Riverside Convention Center on Oct. 15-17. The convention co-chairs were LaTasha Cooper from San Bernardino City Unified and Kenneth Mitchell from Fontana Unified. Teamwork with CASP President Troy Xavier Leonard and volunteers from Riverside Unified and San Bernardino Unified helped to make the convention fun and successful. Additionally, support from the CASP Board of Directors and the CASP
office made a huge helpful impact on delivering a convention with exciting and informative workshops. We are extremely thankful and proud of the support given to us by San Bernardino County Superintendent Ted Alejandre and Riverside Unified Superintendent Dr. David Hansen. Each superintendent provided a welcome address and offered their praise for the work that our profession provides to the education community. All-in-all, Region 6 continued throughout the rest of the schoolyear to carry out the convention theme of social and restorative justice within our various school districts.

**Region VII – Gabriel Gutierrez, Region Representative**

This year the focus has been on collaborating and supporting the San Diego County Association of School Psychologists (SANDCASP) and supporting the development of an affiliate organization in Imperial County.

SANDCASP had a successful year under the leadership of Rodrigo Enciso, who is also co-chair of the Assessment Workgroup of CASP. SANDCASP had a record number of members this fiscal year and also ensured that greater than 50% of members were also CASP members. Moreover, SANDCASP held many opportunities for local school psychologists to collaborate and strengthen their skills via professional learning opportunities. The beginning of the year event gave members an opportunity to see the focus of SANDCASP and the importance of making a difference in the lives of our students, our schools, and our communities.

Professional learning opportunities included a focus on linking assessment data to intervention development:

- Assessment and Intervention for Children with Autism and ADHD by Stephen Brock
- Assessment and Intervention of Unique Populations, Jennifer Mascolo
- Meaningful and Efficient Assessment Reports, Rienzi Haytasingh
- Woodcock Johnson Tests of Cognitive Abilities, Fourth Edition
- Assessment of Executive Function using the CEFI: From Assessment to Intervention
- Universal Nonverbal Intelligence Test

SANDCASP conducted a Town Hall Meeting focused on the Pattern of Strengths and Weaknesses (PSW) for determining eligibility under FHC of SLD. The objective of the town hall meeting was to inform local administrators and practicing school psychologists of best practices in assessing SLD; to get clarification regarding the PSW approach, and to answer questions by experts in the field to increase familiarity with use of PSW practices. Another portion of the PSW town hall meeting was to provide information regarding the poor utility, specificity, and sensitivity of the discrepancy model. The town hall meeting also discussed the importance of utilizing interventions (via RTI methods) to support student learning and to rule out environmental and/or instructional factors prior to determining eligibility for the FHC of SLD. The event was well attended and SANDCASP will be holding a follow-up to the town hall with local leaders to initiate the development of a cohesive, consistent PSW model.

SANDCASP President Rodrigo Enciso moderated the town hall meeting. The PSW Town Hall Meeting featured Vincent Alfonso, PhD; Steven G. Feifer, DEd, ABSNP; Jenny (Jones) Ponzuric, MA, LEP, ABSNP; Melissa Hatch, Esq.; and representation from NASP (Kristin Makena) and CASP (Gabriel Gutierrez, PhD).
Town Hall which brought in 160 school psychologists, special education directors and coordinators, and SELPA directors/administrators, to a full venue; as well as Breakout Sessions that required we increase the room capacity two times to accommodate attendees. The event helped increase association awareness and membership beyond recent years, and helped to establish SANDCASP as a local leader in best assessment practices.

Region VIII – Lillian Hernandez, Region Representative

A new, local affiliate has been started in Region VIII: Central Coast Association of School Psychologists (CCASP). This affiliate will cover the Santa Barbara and San Luis Obispo counties. The CASP board members voted in the new affiliate charter earlier this year. Throughout the year, CCASP has been working to recruit new members. The Ventura County Association of School Psychologists (VCASP) hosted many informative workshops in 2015-2016, including: Universal Design for Learning, presented by Jenny Ponzuric; Acquired Traumatic Brain Injury, presented by Jarice Butterfield and Dr. Barbara D’Incau; Legal Updates regarding Autism and OHI, presented by associates from Fagen, Friedman, & Fulfst; and Suicide, as presented by Dr. Stephen Brock (former NASP president) and Richard Lieberman.

Region IX – Arpita Mandel

Membership for Region IX has increased slightly from 133 to 154. Arpita recruited two fellow veteran school psychologists to the OCASP board that are staying on board for 2016-2017.

Region X – Maureen Schroeder, Region Representative

Elk Grove Regional Association of School Psychologist (EGRASP) facilitated several workshops/trainings in 2015-16. Law & Ethics with Carl D. Corbin in December 2015; the Feifer Assessment of Reading in November 2015; and the Conners-3 workshop in February 2016 were among the well-attended sessions. EGRASP held an end-of-the-year social mixer with current and future members on April 29. At this time, the relatively new affiliate has approximately 40 members.

Affiliate Representative – Sarah Rodriguez

Sarah Rodriguez accomplished her goals of increasing affiliate membership. This year, she would like to improve on sending more encouraging affiliate updates for CASP Today, with a goal of writing more encouraging updates for the newsletter during the year.

After noticing that the best way to contact affiliates is to individually check in with them, she aims to do more of this at CASP Convention 2016, Leadership Affiliate Day and Spring Institute 2017. If affiliates aren’t present, she will email and phone the representatives after the events to get updates.
Committee and Specialist Reports

Contemporary School Psychology. CASP’s journal, which is published by Springer Publications, produced four print issues in 2015-2016. Articles are placed online by Springer as they become ready for publication. CASP members have free access to the journal through the Members Area of the CASP website.

The December 2015 issue featured Guest Editor Dr. Michael Furlong and was themed “School-Based Approaches to Promote Complete Mental Health: School Psychologists Working to Foster Students’ Thriving Wellbeing.” Prior issues during the fiscal year had a variety of articles in the realm of school psychology.

The CSP Journal is indexed in PsycINFO, Google Scholar, ERIC System Database, OCLC, and Summon by Serial Solutions.

CASP Today. Dr. Brian Leung, Professor and Program Director of Loyola Marymount University School Psychology Program, continues as Research Chair and Editor of CASP Today, the quarterly newsletter of our Association. In the early part of 2016, Dr. Leung created a Student Editorial Board for the quarterly publication that will promote student school psychology contributions to the publication, assist with feedback on submitted articles, and increase the presence and involvement of student members in the organization. CASP Today is available online as well as mailed to all members in print version. Archived editions are available in the Members area of the CASP website, http://www.casponline.org

Legislative Committee – Doug Siembieda, Chair

Under the leadership of Legislative Committee Chair Doug Siembieda, Director of Special Education for Huntington Beach Union High School District, and Jeff Frost, Lobbyist with Frost, Davis and Donnelly, the Legislative Committee developed the CASP Legislative Platform for 2015-2017. The platform identified six critical priority areas: 1) Ensure appropriate psychological, social-emotional, and mental health services in the school setting, including universal school-wide prevention and education such as Positive Behavior Intervention and Supports and Multi-Tiered Systems of Supports for students in need of academic, behavioral, and social-emotional interventions; 2) Ensure adequate funding for K-12 education, special education and related services, and evidence-based interventions that prepare students for college, career, and life; 3) Achieve equity and access to high quality educational programs for all students; reduce disproportionality in discipline practices and special education identification and placement; 4) Provide funding, to include teacher training and credentialing, for preschool education for all four-year-old children; 5) Reduce the shortage of school psychologists by increasing school psychology graduate programs; 6) Enact professional development requirements to renew the clear credential for all school psychologists. These issues guide CASP’s legislative efforts over the two-year state legislative session.

CASP, the Legislature and the California Department of Education. Although CASP did not sponsor any legislation during the 2015-2016 fiscal year, it was involved in several bills and actions taken on the part of the Legislature and CDE, much of it continuation of issues that started in 2014-2015.

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AB 1369, Frazier: Facing opposition from statewide SELPA, the Association of California School Administrators and CASP, this bill requires the State Board of Education to include “phonological processing” in the description of basic psychological processes in regulations. The bill also calls on the Superintendent of Instruction to develop program guidelines for dyslexia to be used to assist regular education teachers, special education teachers, and parents to identify and assess pupils with dyslexia, and to plan, provide, evaluate, and improve educational services to pupils with dyslexia. Gov. Jerry Brown signed it into law on Oct. 8, 2015.

Led by Professor Emeritus Catherine Christo, PhD, from California State University Sacramento, CASP formed a committee and immediately wrote a white paper explaining what must be included in the “program guidelines” that would be used for teachers, administrators and parents to assess dyslexia. The resulting paper, Dyslexia and Assembly Bill 1369, was widely distributed and is available on the CASP website. CASP would like to thank Dr. Catherine Christo, chair, Amy Balmanno, Dr. Barbara D’Incau, Rodrigo Enciso, LaTasha Cooper, Thomas Sopp, Serena Schad, Kenneth Mitchell II, and Dr. Jeannine Topalian, for their participation in the writing of the document.

CDE set up a work group to assist in the writing of the new guidelines. Through the lobbying efforts of CASP advocates Jeff Frost and Laura Wasco, CASP’s Region III Representative Amy Balmanno was appointed to the dyslexia work group. The only school psychologist appointed to the 21-member group, Ms. Balmanno brings a unique perspective – as well as the CASP dyslexia paper – to the work group. The work group’s task is expected to be completed by the end of 2016.

SB 884 and 1113, Beall: During the 2014-2015 fiscal year, state Sen. Jim Beall, D-San Jose, called on the state auditor to review the way in which school districts were using county mental health funding for services for students. He said he had received complaints from parents in his district that students were not receiving as many services under AB 114, which gave the task of providing educationally related mental health services to the schools. A hearing on the audit was held in January 2016. Only four school districts of the 1,200 in the state were reviewed. The auditor found that there was little change in how and who was providing these services to students. In addition, the report found that there was a lack of expenditure tracking, written reasons for reductions or changes in services when there were some, no analysis from CDE on the success of the program and that only one district was receiving funding for these services from its county mental health department.

As a response, Sen. Beall introduced two bills, SB 884 and SB 1113. SB 884 calls on LEAs education local plan areas to collect and report specific information relative to mental health services, requires the California Department of Education to monitor and compare specific information, and expands the situations in which parents must be provided with notice of procedural safeguards and prior written notification of proposed activities. This bill has since been amended, however, CASP still has objections to some of the bill’s specifics.

SB 1113 calls for even more reporting on the part of CDE and calls on the department to set up a pilot project in which a school district and county mental health department would set up a MOU on funding the school mental health services. While not formally opposing either bill, CASP still objects to the need for a pilot project (when these agreements already exist). The two amended bills are still working their way through the legislative process.
MTSS funding. It started with SB 463, by Senator Loni Hancock, a bill sponsored by CASP, which ended up being a part of the trailer bill language by the California legislature in June 2015 that appropriated $10 million for implementation of training for education agencies in positive behavior strategies for students. While CDE was deciding which county office of education would take the lead in developing a MTSS training of trainers program for the state, Gov. Brown added $30 million to develop MTSS statewide to his May 2016 Budget Revisions. CDE awarded the original contract to the Orange County Department of Education, which is partnering with Butte County Office of Education to develop the program. Once the trailer bill language got through the Legislature, the $30 million in additional funding was reduced to $20 in additional funding.

Other legislation. CASP supported several two-year bills that, of this writing, are still wending their way through the legislative process. This includes bills to train school employees on suicide prevention, funding for early mental health intervention services, and an unsuccessful bill that would have used the number of and access to school psychologists as a measurement of school climate in regard to the Local Control Accountability Program.

Crisis Intervention Specialist, Susan Coats
Susan regularly attended the Student Mental Health Policy Workgroup quarterly meetings at the California Department of Education in Sacramento and reported back to the Board on the agenda. She was asked to become an official member of the workgroup; making her a voting member for CASP in the workgroup. Susan attended NASP’s New Orleans Convention and the PREPaRE Trainer of Trainers Workshop II. She is now a NASP PREPaRE Trainer. She conferences with the NASP Crisis trainers and California school psychologists who also attended the training. She hoped to attend another PREPaRE Trainer of Trainers Workshop I during the summer. This allows her to consult with other school psychologists across the nation regarding crisis intervention processes.

LEP Specialist, Christopher Jones
Christopher accomplished his goals as CASP LEP Specialist for 2015-2016. He has responded to numerous CASP members and nonmembers on subjects ranging from ethical practice to taking insurance. He met with one member regarding how to set up a private practice and guided her in the initial steps. Christopher successfully collaborated and organized an LEP workshop at CASP Convention 2015 that was received well by those who attended. He also chaired the LEP Committee to create the LEP Code of Ethics. This entailed working with a group of CASP members to create a document that could be used by LEPs in private practice that was separate from the CASP Code of Ethics. The committee worked hard and had a usable document ready for the October Convention.
SPEC Liaison, Jean Ramage

Thanks to Cathi Christo, California State University, Sacramento, the School Psychology Educator’s Committee (SPEC) is back! SPEC met at CASP Convention 2015 and the Spring Institute 2016. The focus of these meetings was to determine the needs of school psychology educators, their students, and their graduates. The educators generated a number of ideas that were placed into a survey and, with the help of the CASP office, were sent out to all educators. The issues in the survey included the following:

- Bilingual school psychology
- Program Finances
- Program Curriculum
- Program Fieldwork/Internships
- Mentoring
- CEUs
- Professional Development
- Professional Shortages
- Technology
- Credentialing
- Program Approval

The next SPEC meeting will be held at CASP Convention at Hyatt Regency Newport Beach on Saturday, Oct. 29 from 9 a.m.–12 p.m. All faculty members are invited to this meeting, including full time, part time and retired members. The meeting agenda is: SPEC on the move. Action Group 1 will focus on preparing bilingual school psychologists with a panel coordinated by Carol Robinson-Zañartu, San Diego State University, and Pedro Olvera, Azusa Pacific University. Other action groups will set priorities and plans.
Executive Director’s Report and Fiscal Report

Executive Director Heidi Holmblad is completing her third year as Executive Director of CASP. While most of the actions taken during the 2015-16 fiscal year are detailed in this report, there was one change that will improve all member services offered by CASP – the purchase of a new database.

The new Abila software promises to enhance all of CASP’s online services. For example, members will have control over their profiles, allowing them to decide what information to include. New community groups will be formed. Directories of members’ bilingual skills and Licensed Educational Psychologists will be created. CASP staff will be able to immediately find which members reside (and vote) in which legislative districts, and allow us to easily find members to assist with political priorities. And no more typing and re-typing your name when adding sessions to your convention registration.

The roll out of this new service will begin in August 2016. The financial success of both CASP Convention 2015 and Spring Institute 2016 made it possible for CASP to make this new investment.

CASP has continued its financial relationship with Wells Fargo Advisors and its slow-growth strategy to ensure a small gain and losses in its investment fund. The fund now stands at $101,000. CASP’s annual budget for 2015-2016 was $570,000. However, the gross income was $614,000. After higher than anticipated expenses, CASP reported a very small loss for the fiscal year.
Other Board Activities

CASP Leaders Participated in NASP Convention and Public Policy Institute

CASP President Troy X. Leonard, President-Elect Tom Sopp, NASP California Delegate Kristin Makena and Executive Director Heidi Holmblad participated in the NASP State Leadership Development Strand at NASP Convention 2016. Leonard and Sopp also attended the NASP 5-day Public Policy Institute (PPI) in July 2015.

Pupil Services Coalition.

The PSC continued to meet in 2015-2016 to discuss legislation and issues of mutual concern. The group is following the SBE work on melding the reporting requirements of ESSA and LCAP and offering testimony specifically on the school climate measurements to be established next year. Also, the PSC met with staff members of both the Senate and Assembly Education Committees to voice concerns and bring attention to the state association members.

CASP School Psychology Foundation

Vision: The Vision of the California School Psychology Foundation is to engage in the purposeful activity to create the scaffolding to build and sustain the image of the school psychologist and increase the visibility of the profession in the field.

Mission: The Mission and Purpose of the California School Psychology Foundation is to promote and advance the efficacy of School Psychology practice through scholarship and education, research and training, and outreach to educators, parents and the community to improve the wellbeing of children and youth.

Board members for the 2015-2016 year were: Jackie Allen, president; public members Stella Roqueblave, Margaret Sedor, Marian Schiff, Diana Fannon; CASP Board members Troy X. Leonard, Barbara D’Incau and Thomas Sopp. Heidi Holmblad is a member and treasurer of the Foundation.

The CSP Foundation continued to tweak the application for the Mini-Grants. The amount of money available per grant is now $1,500. The total amount to be distributed in any year is $3,000. Applicants must report on the success of the project funded by the grant in a CASP Today article.

Fundraising plans were also explored in a joint meeting with the Cultural and Linguistic Diversity Committee held at the annual convention in October. The suggestion of a Casino Night to be held at the 2016 convention to raise money for the CLD scholarship and the Paul Henkin Convention Grant is being pursued.

The Foundation raises funds to support its Mission. During 2015-2016, the Foundation granted two CLD scholarships to students, awarded the Paul Henkin Convention Scholarship, and awarded two mini-grants in the amount of $1,500 and $1,000 each to school psychologists for special projects to benefit students.
CASP Board of Directors 2015-2016

Elected Board Members
Troy Xavier Leonard, President
Barbara D’Incau, Past-President
Tom Sopp, President-Elect
Seble Gebremedhin, Treasurer
Sarah Rodriguez, Affiliate Representative
Ryan Pepin, Region I
James Hiramoto, Region II
Amy Balmanno, Region III
Jeannine Topalian, Region IV
Jackie Allen, Region V
LaTasha Cooper, Region VI
Gabriel Gutierrez, Region VII
Lillian Hernandez, Region VIII
Arpita Mandel, Region IX
Maureen Schroeder, Region X

Chairs / Specialists
Award Chairperson, Behshid Nickpay
Convention 2015 Co-Chair, LaTasha Cooper
Convention 2015 Co Chair, Kenneth Mitchell II
Chair, Political Action, Cathi Christo
Specialist, CSP Chair - Editorial Board, Michael Hass
Chair, Publications; Chair, Research, Brian Leung
LEP Specialist, Chris Jones
Legislative Chair, Doug Siembieda
Student Leadership Coordinator, Beth Laurie
Specialist, New Media, Misty Bonta
CASP Alumni Coordinator, Lynne Aung
Specialist, Crisis Intervention, Richard Lieberman
Specialist, Crisis Intervention, Susan Coats
Specialist, Cultural Linguistic Diversity, Monique Arbuckle
Specialist, Cultural Linguistic Diversity, Sergio Aviles
Student Leadership Council, Allison McFarland
Membership Chair, David Weber
Specialist, Ethics, Larisa Crookston
Specialist, Historian, Glenn Schumacher
Specialist, Assessment, Rodrigo Enciso
Specialist, Assessment, Kenneth Mitchell II
Specialist, Professional Standards, Barbara Thomas
NASP Delegate, Kristin Makena
SELPAL Liaison, Benay Loftus
Corporate Liaison, Ellen Balsys-Murphy
CTA State Liaison, Josie Meza Malik
SPEC Liaison, Jean Ramage