

CASP Corporate Members:



# CASP TODAY



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## A Bright Road Ahead

### School Psychologists and Education Pros Join to Help Districts Cope After Santa Rosa Fires

By Raina LeGarreta, CASP Communications Specialist

Residents of Northern California's wine country were devastated by wildfires that blazed through the area starting on Sunday, Oct. 8.

Extreme winds, dry conditions and plenty of dried vegetation that fueled the flames powered fires that forced 100,000 people to evacuate, destroyed about 8,900 houses and other buildings, and killed 43 people, according to the state Department of Forestry and Fire Protection.

Schools were shut down for one or more weeks (two-fire shuttered schools are set to reopen soon), and districts in the area suddenly found themselves having to deal with a crisis situation that they hadn't dealt with before; one that would require effective communication and efficient assistance amid loss, pain and uncertainty.

Education professionals and school

psychologists in the affected areas partnered with CASP in a relief effort to help students and their families cope during and after the devastation. Communication with school psychologists in the Northern California area began shortly after the wildfires began and the severity of the situation became apparent.

CASP's Mental Health and Crisis Chair and school psychologist Dr. Susan Coats' first plan of operation consisted of obtaining detailed information on the districts and schools that were affected and the extent and severity of their needs (whether an entire school burned; losses of students' and teachers' homes), and to reach out to all contacts in those areas.

"CASP Executive Director Heidi Holmlad and main office personnel became the hub of recording and communicating names, phone numbers and emails to CASP

Board support personnel," she said. "They also researched known CASP and NASP PREPaRE-trained school psychologists in the nearby unaffected regions and documented school psychologist volunteers."

Santa Rosa Schools Assistant Superintendent Steve Mizera connected with Holmlad to build a list of available school psychologists in and outside of the district via Google Docs. Individuals from more than 17 different agencies across Northern California added their names to the online list, and Mizera communicated with volunteers by email and phone ensuring that they were placed at the schools needing assistance on the correct days and times.

"It all started with our County Office of Education, which had limited resources available. They act more as a clearing house and don't have much staff that is ready to give mental health support. So we began working with them and tried to develop a list of county mental health providers that we could outreach to," he said. "We have a small group of about 12-15 clinicians and their organization, Social Advocates for Youth, whom we partner with, along with the

*continued on page 2*

## A Bright Road Ahead

*continued from page 1*

14 special education school psychologists in my district. I asked them what resources were out there that I could reach out to and that's when I received referrals, including CASP, and quickly started pulling people together to help. It was really something great to hear from so many professionals who were willing to give their time to help out during this crisis."

Mizera noticed that it became very evident that district staff needed to be supported before they could support others in need; staff and teachers were brought back days prior to schools being reopened for the students.

"There were people in the midst of the crisis needing help themselves, but were out here helping everybody else," he said. We brought back school counselors, psychologists and clinicians about a week before schools opened to spend some time supporting them."

Restorative practices were done with school staff and they shared stories, which helped them cope with the devastation.

"It was very important to hear people cry for the first time, as many of them who were dealing with the results of the tragedy firsthand had to be strong for their families and hold back emotions," Mizera said.

The relief effort plan included two days of counseling that was available to students.

West Contra Costa Unified School District psychologist Sonia Ramos volunteered at

Caesar Chavez Language Academy in Santa Rosa.

"Three of us from my district went to help and there was one child in particular that I worked with who really wanted to discuss what she went through. We did drawings, talked about her experience, etc. But most of the kids there had already been helped by the teachers, etc. What I found was that it was mostly the staff that really needed support," she said.

"There was one mental health professional that was in the line of fire herself and had to evacuate. She also dealt with many of the students whose homes were burned down – there were about 18 students who lost their homes in her area – so we were there to support her as well," Ramos said. "It was an incredible experience for me. We were an hour away from our district, but I kept thinking about the support we'd need if our area went up in flames as such. I just felt that I needed to do something."

Karen Aitken, also a school psychologist from West Contra Costa Unified, agreed that staff members seemed to need more help than the students.

"The experience was actually different than I expected. I think most of the kids were just so ready to be back in their normal routine, particularly at the elementary school level, that not many of them sought our help. It could have also been a cultural difference there because it was a French-American school," she said. "Staff said that many of the teachers there approach this type of situation with a different philosophy; sort of like in an 'it's happened, but time to move on' sort of way. At the middle school

level there were many more students we supported and worked with them one-on-one basis to discuss their experiences throughout the day."

Matthew Park is a school psychologist at Hidden Valley Elementary School, a school that lost its extended campus in the fires and nearly one-fourth of its students lost their homes. Park also lost his house during the tragedy; he and his family now live in a rental home.

As they make plans to rebuild their own lives, Park supports students who are dealing with the same situation.

"Hidden Valley was closed for three weeks and for the first two weeks there were many volunteers who joined us to help in the areas of counseling; lots of one-to-one and group counseling in the classrooms were done," said Park. "As for myself, I'm in a good spot considering the whole situation. I've got a great support group of family and friends, and the community at school has helped a lot to help things get back to normal as much as possible."

Piner High School psychologist Angela Bonner's site was one of the school's most affected by the tragedy; six teachers and 77 students lost their homes.

"It's just been crazy. The devastation was just beyond words. My house didn't burn down, but we were in the valley, basically in a ring of fire watching the hills burn," she said. "It's shock, anger, and grief and everyone goes through those at different rates. But at the high school level most of the students dealt with the situation more like their parents did; not as many thrown

Photos courtesy of Beth Berk, Communication Coordinator for Santa Rosa City Schools.

*continued on page 14*



A wall of positive thoughts was created at James Monroe Elementary after the wildfires. Principal Michelle Smith is shown in foreground as kindergarteners write on the wall on their first day back. Staff from the school greeted students with signs to welcome them back.



A pasta dinner was held at Hidden Valley Elementary before the school reopened to help families reconnect after the wild fires.



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## ► SPECIAL BENEFITS FOR CASP MEMBERS

- 10% Tuition Reduction
- Application Fee Waiver

# Spring Institute Will Explore Positive Psychology

By Raina LeGarreta, CASP Communications Specialist

What inspires someone to have that “get up and go” drive each morning? What are the keys to a genuinely, fulfilling life to the ordinary person?

In terms of children in school, this philosophy and study of what leads a student to have a meaningful life, or Positive Psychology, the theme of Spring Institute 2018 studies the strengths that enable these individuals to thrive.

Sessions and special events at this year’s Spring Institute will provide different viewpoints on topics and programs that can improve your school’s climate.

Held at Portola Hotel & Spa, March 22-24, the event will include: per day fees, which include lunch each day, Continuing Education Units and hours for BBS licensees and NCSPs; student strands, job fair, a welcome evening reception, and keynote luncheon speaker and NASP President Dr. John Kelly on Thursday, March 22. On Friday, March 23, the luncheon keynote speaker will be California Department of Education (CDE) Director of the Special Education Division Kristin Wright.

**The following workshops are just some of what will be offered at CASP Spring Institute 2018:**

#### On Thursday, March 22:

- CASP President Dr. Pedro Olvera, Dr. Kelly, Margaret A. Sedor, NCSP, LEP, ABSNP, and Dr. Brian Leung, CASP's president-elect on Advocating from the School to the Governor's Office
- Dr. Milton Dehn, on Working Memory and SLD
- Dr. Michael Furlong, on Monitoring Students' Complete Mental Health

#### On Friday, March 23:

- Dr. Melissa L. Holland, on Academic Demands & the Social-Emotional Health of Children:
- Health and education professional Annie Reed, on Reducing Chronic Absence
- Dr. Martha Merchant, on Transforming Trauma



#### On Saturday, March 24:

- Ann England, M.A., CCC-SLP-L, on using Evidence-Based Practices to Increase Self-Efficacy in Individuals with ASD
- Dr. Sam Ortiz, on Assessment of English Language Learners
- Panel of Santa Rosa City School staff and school representatives discuss a District Wide Trauma Model and what was learned during the Santa Rosa fires

Book your hotel room and register for Spring Institute 2018 at <http://event.casponline.org> where you can also find full descriptions of the workshops, student strands and special events.



## Dr. Susan Coats to be Honored with 2017 NASP Advocacy Award

Dr. Susan Coats has worked to make systemic changes in policies that govern the provision of education and mental health services at the state and local level for over 20 years. For that work, Dr. Coats will be recognized at the National Association of School Psychologists 2018 Convention.



The school psychologist and CASP Mental Health and Crisis Chair’s work on the state’s Suicide Policy Guidelines was particularly successful in strengthening the guidelines, ensuring that all school personnel be trained on suicide prevention and postvention. Training programs she recommended were written into the policy guidelines and her workshops on the new rules have been popular at CASP conferences.

During the 2017-2018 school year alone, Dr. Coats was awarded several awards for her advocacy, including the Each Mind

Matters Grant Award; the NAMI California Grant Award; and the 2017 Advocate of the Year Award - California Mental Health Advocates for Children and Youth, just to name a few.

Dr. Coats can now add another award to her many, the NASP 2017 Advocacy Award, presented at the national association’s annual convention.

“It’s a great honor to be nominated by your peers. I’m overwhelmed actually,” she said to CASP shortly after receiving the award. “I see school psychologists do amazing things everyday and I think they all deserve awards. So I’m just overwhelmed with the honor to just to be able to serve and make a change in the lives of families and staff.”

“When you’re a new school psychologist your able to affect a small group. With experience

and a voice, and knowing who speak to, I know there’s a greater impact.”

Dr. Coats’ passion lies within making systems change for the better and speaking up for families and students who don’t have a voice. She plans to continue to be a driving force for school psychology by offering advice to the state Department of Education on including mental health standards in the new Health Standards under review by the California Board of Education.

“Dr. Coats has won the admiration of those in both the school-based mental health services community and in the county-based mental health services community – a feat that very few people have accomplished in California,” said CASP President Dr. Pedro Olvera. “She listens, figures out how to solve problems, and takes action, whether it is developing tools and protocols, screening for mental health issues, or reminding regulators, colleagues on various committees and administrators of the role of the school psychologist. She continues to be a guiding force for the CASP Board of Directors and is our Outstanding Advocate.”



# Nominate Now for the 2018–2019 CASP Board of Directors

Do you have what it takes to run for the CASP Board of Directors, or know of a colleague who does?

If you want to help CASP continue to make a difference in school psychology here's your chance. Current members who want to help set policies and make decisions on matters significant to California's school psychologists can run for a seat on the CASP Board of Directors.

Nominations are now open for the 2018–2019 Board of Directors. Candidates are needed to fill the offices of president-elect, secretary-treasurer, and all the even-numbered region representatives, which are:

Region II: San Francisco Bay area

Region IV: Los Angeles Unified School District

Region VI: Riverside and San Bernardino counties

Region VIII: North Los Angeles County, Ventura, San Luis Obispo, Santa Barbara counties

Region X: Inland Northern California, from San Joaquin County to the Oregon border.



Only regular members in good standing may nominate or run for office. When making nominations for CASP office, keep the following guidelines and expectations in mind:

1. Only members in good standing who have served as (a) a CASP Board of Directors committee chair or specialist, (b) the president of a chartered CASP Affiliate, or (c) a Region Representative are eligible to run for President-Elect.
2. Any member in good standing can run for Region Representative. However, they must work in the region they represent..
3. Board member terms begin **on July 1, 2018**.
4. A three-year commitment, the term for President-elect is one-year, followed by a year as President and another year as Past-president. As President, this individual appoints committee chairs and specialists to the Board of Directors, facilitates the establishment of board policy, and serves as chairperson for all Board meetings.
5. The term for secretary-treasurer is two years. This person reports on the association's finances and works with the executive director on keeping the budget balanced.
6. The term for Region Representatives is two years, with a four-year term limit. The Region Representatives represent CASP members in their geographical region. This is the first person a CASP member should contact whenever they have an issue or question for the Board of Directors. It is the Region Representatives' responsibility to inform members in their region (especially local affiliates) about the actions of the CASP Board of Directors.

7. All elected Board members are required to participate in five board meetings per year (Typically held in August, October or November, January, June, and during the Spring Institute in March). CASP pays only a portion of the expenses for elected board members to attend some of these meetings. Board members are expected to attend the annual convention and spring institute board meetings at their own expense as part of attending the two events. Please consider whether your employer will allow you to take time off for CASP meetings and, in the case of president-elect, additional meetings in Sacramento, the NASP convention, as well as time for teleconferenced meetings before agreeing to run for an elected CASP office.

## To nominate or run for office:

- To nominate a colleague for CASP office, please first obtain his or her permission and then please visit the Members Section at <http://casponline.org> to learn more and fill out the form.
- To run for office, please make sure to have a CASP member colleague nominate you, and then fill out the form for nominees in the Members Section of <http://casponline.org>.

The nomination deadline is  
**March 6, 2018.**

Voting instructions will be emailed to all regular CASP members in good standing the first week of March. Voters will have until **March 25** to vote online. The election results will be announced in the Spring 2018 issue of *CASP Today*. 



# Online Assessments and Test Ban

## Topics of New CASP Papers

Assessing students through a computer screen and what steps should be taken next in the test ban of African American students are discussed in two new resource/position papers recently approved by the CASP Board of Directors.

Both new papers can be found on CASP website in the Publications section.

<http://casponline.org/about-casp/publications/>

Regarding African American Student Achievement explains the next steps CASP believes should be pursued by California Department of Education and the State Board of Education to give school districts relief from the ban on the testing of African American students for special education services. This issue, which has been ongoing for the last 40 years, recently

received renewed interest when Berkeley and Oakland school districts were found to be out of compliance for using the DAS to assess African American students.

The two school districts settled their differences with CDE. But CASP continued to speak to the issue by producing a new paper on the legality of the ban and researching steps the courts set to eventually overturn the ban. The new document encourages the state agencies to allow school psychologist to use their training to determine what assessments, as well as observations, interviews and other processes used for all other students, should be used to make recommendations for African American students.

"It is hoped that CASP can continue to gain attention to this important issue," said Dr. Pedro Olvera, CASP president. "Many recommendations from several CDE

work groups have gone nowhere over the years despite CASP's and other groups' calls for action. However, with the current administration at CDE, we hope we can start talks that will lead to an end to the ban."

The Online Psychoeducational Assessments paper was developed in response to school psychologists' concern that students are being assessed for special education by taking tests given by a remote, online service. At least two, and likely more, companies are marketing this service by hiring school psychologists to speak to the student via live streaming while the student is being assisted by an aide located in the same room as the student. The training of the aides has come into question, as well as whether the tests are as valid if taken by a student over the internet with the school psychologist in a different location.

CASP warns against the practice until assessments are normed for remote, online testing; protocols for training aides are produced and that the practice does not supplant school psychologists in the schools.



## Looking for a Job in School Psychology?

School districts, county offices of education, and employment agencies can find qualified school psychologists for their positions at the CASP Job Fair held in conjunction with Spring Institute. Bring your applications and information about your benefits.

**March 23, 2018**

1:00 pm – 3:00 pm

**Portola Hotel & Spa at Monterey Bay**  
2 Portola Plaza  
Monterey, CA 93940

The following school districts and businesses are participating in the CASP Job Fair as of the printing of this publication:

West Contra Costa Unified School District  
Therapists Unlimited  
Elk Grove Unified  
Newark Unified School District  
Cotati-Rohnert Park Unified School District  
Cupertino Union School District  
San Francisco Unified School District

## Student Volunteers Attend Spring Institute for Free!

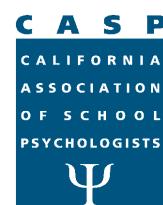
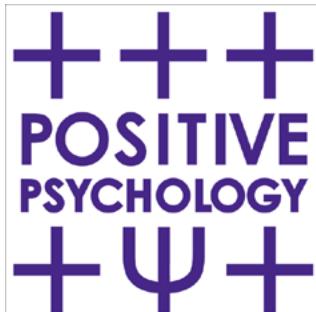
CASP student members who volunteer to monitor workshops at CASP Spring Institute 2018 can attend the event on their volunteer day for free! Monitoring workshops involves assisting the instructor, making sure attendees who need continuing education credits sign in and out of the workshops and complete evaluation sheets, and monitoring workshop name badges.

Positive Psychology, Spring Institute 2018 will take place on March 22-24 at Portola Hotel & Spa at Monterey. Workshop volunteers can participate in the workshops while it's in session - and workshop monitors get lunch for free!

You will receive student monitor instructions via email prior to Spring Institute. You must be a CASP member to participate in this opportunity.

### To be considered to be a workshop monitor:

- View workshop descriptions at <http://event.casponline.org>.
- Decide which day you would like to volunteer and choose two workshops for the day – one in the morning and one in the afternoon – or one of the six-hour workshops.
- Only workshops noted with a "W" need volunteers.
- Once you've made your choice/s, click on the Student Monitors link on the homepage of <http://event.casponline.org> to fill out and submit the student volunteers form.
- You will then receive an email confirmation regarding your assignment.
- **Deadline to apply to be a Student Monitor is Friday, March 9.** Workshop volunteer opportunities are offered at a first come, first serve basis. So choose the workshops you'd like to volunteer for today!





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# In Memorial: Past CASP Presidents

## Dr. Joe Platow and Ed Schlossman

With great sadness, we announce that two CASP past presidents recently passed away.

Dr. Joe Platow, PhD, passed away on July 9, 2017 at 88-years-old.

He was elected as CASPP's President in 1972, when the association was the California Association of School Psychologists and Psychometrists. Dr. Platow returned to CASP leadership in 1989 when he was selected Chief Executive Officer OF CASP.

In a CASP article published in 1989 he was described by Dr. Lee Sheldon as a "problem solver, dependable, with high moral standard and excellent organizational skills."

Dr. Platow had an extensive background in education; having been a classroom teacher, school counselor and psychologist; he retired from the Saddleback Valley Unified School District as Assistant Superintendent of Pupil Personnel Services.



**Dr. Joe Platow**  
CASPP President  
1972-1973  
CASP Chief Executive Officer  
1989-1994

He was an adjunct faculty member at a number of Southern California institutions, and he a diplomate in school psychology with the American Board of Professional Psychologists. Dr. Platow also maintained a private practice as a licensed psychologist in Orange County.

For the six years Dr. Platow served as CASP's executive director he was actively involved with the organization's issues, including: mandating the reporting of minutes to the State Department of Education; special education reform; assessment of practices regarding the Larry P. decision; and the association's move from Millbrae to Sacramento.

When CASP moved to Sacramento Dr. Platow chose to retire and remain in the San Francisco Bay Area.

CASP President 1983-1984 Edward "Ed" Schlossman was born in Chicago on April 17, 1929 and passed away on January 17, 2018.

As a child, Ed moved to Los Angeles and then to Thousand Oaks in 1966 where he and his wife Kazuko raised their family. He and "Kay" met in Japan while he was stationed there after being drafted into the Army in 1955.

A lifelong learner and educator, Ed graduated from Loyola High School and Loyola University of Los Angeles where he also received his Master of Arts degree in Education/Reading. He also began work toward his Doctorate degree at University of Southern California.

Ed's career in education included roles as teacher, counselor, psychologist and administrator and spanned 45 years in Los



**Ed Schlossman**  
CASP President  
1983-1984

Angeles and Ventura counties. He became a longtime member and officer of the Ventura County Association of School Psychologists

After retiring from Simi Valley Unified School District in 1992 as Director of Pupil Personnel Services, Ed was selected for and served as a member of the Ventura County Grand Jury. He then worked as a consultant and Educational Advocate for the North Los Angeles Regional Center for seven years before retiring again.

Ed was an Eagle Scout, a veteran, an avid reader, a book collector, a music lover and a sports fan. He enjoyed crossword puzzles, corny jokes, and Jeopardy. He was also a proud member of Loyola Marymount University alumni associations and active in the Saint Paschal Baylon Church men's club.



## Give Back to School Psychology: Join the CASP Alumni Club

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

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

### PAC Donations

With an annual donation of \$100, Alumni Club members receive Legislative Updates from CASP, occasional requests to write letters of support (or opposition) regarding potential legislative and regulatory actions, and to consider visits to their state representatives regarding education and school psychology issues. This is to assist with the revitalization of the CASP "For the Children" Political Action Committee.

### Time Donations

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

# School Psychology Week 2017

Here's a look at some of the events that occurred during School Psychology Week, November 13-17, 2017.

## KIPP Bay Area Schools

KIPP Bay Area Schools celebrated School Psychology Awareness Week by creating a video that showed the team interviewing students and staff about what a school psychologist is and why they are important.

The school psychs put together a fun, informative email blast that they sent out to their entire region, which included photos of ways they each "Power Up to be a positive charge" within their schools (in keeping with the National School Psychology Awareness Week 2017 theme).

The team gave out Student POWER Awards to students and Possibilities in Action Partner awards to colleagues in their district; both tools that were found on the NASP Website.

In addition to her efforts with the KIPP team, Katie L. Pettersen, Ed.S., NCSP, visited a local university and presented to an undergraduate psychology class to promote the school psychology career to over 35 students, saying, "We look forward to continuing our work to advocate for our career and get more culturally and linguistically diverse people into the profession."

## Elk Grove Regional Association of School Psychologists

In honor of School Psychology Week, the Elk Grove Unified School District signed a school psychologist awareness proclamation that was read at the Elk Grove Regional Association of School Psychologist's (EGRASP) board meeting.

EGRASP also held a fundraiser during the special week to benefit the Cultural Linguistic Diversity Scholarship, and the Political Action Committee.

The affiliate's bargaining unit Psychologist Social Workers Association gave EGUSD psychologists pens to all district school board members and site administrators as a way to promote the profession. EGRASP gave kudos to PSWA president Toni Minoletti for her creativity and effort in facilitating the process.

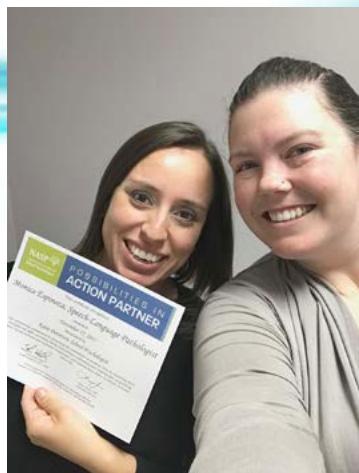
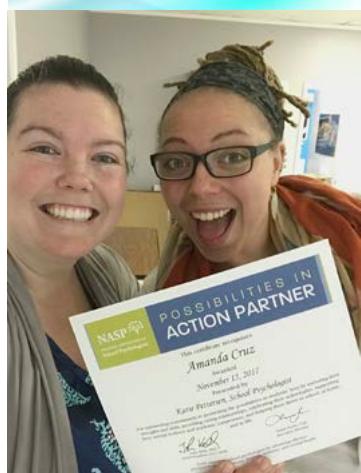
Great work CASP Affiliates!



Elk Grove Regional Association of School Psychologists was out in full force to promote the profession during School Psychology Week 2017.



Students and staff of KIPP Bay Area Schools pose with their awards given during School Psychology Week.



# A Message from the President

## School Psychology: Let's Keep it Positive!

By Dr. Pedro Olvera, CASP President

I am so excited to connect with the membership of the California Association of School Psychologists (CASP)! I hope that you had a great holiday season and were able to spend some time with family or just enjoy time away from work to recharge. As great and amazing as our profession is, we need to practice and continuously engage in self-care – doctor's orders!

Many great things occurred last year and many lie ahead for 2018. CASP made great strides in advancing the profession and in its advocacy work. Some examples include setting the record straight about expertise in the area of dyslexia (see page 40 of the *California Dyslexia Guidelines*, 2017). In addition, Drs. Brandon Gamble and James Hiramoto's paper, *California Association of School Psychologists Paper Regarding African American Student Achievement and Success* was completed and approved



by the CASP board. This paper is unique in that the focus of this paper is not testing, per se, rather the supports and structures that can be put in place to ensure the success of African American students in public schools. This comprehensive work can be accessed on <http://casponline.org>. In response, the CASP Board of Directors wrote a letter to influential bodies at the state level, like the California Department of Education (CDE) and various educator state associations, asking them to rescind the Larry P. ban. We will keep you informed!

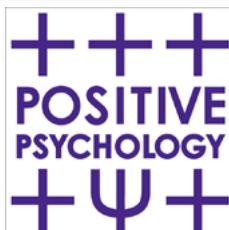
Spring Institute is right around the corner and the theme that our President Elect Dr. Brian Leung has chosen is Positive Psychology. This theme is so perfect for our profession! All workshops and speakers have been carefully selected to ensure that

the trainings will be beneficial and edifying to your work as school psychologists. What I am most excited about is the 6-hour advocacy training that will be presented by Margaret Sedor, NASP President John Kelly, Dr. Brian Leung, and me (Dr. Pedro Olvera). This training is perhaps, in my humble opinion, the most important workshop of my career. It will specifically outline how you, an ordinary school psychologist, can have major impact from the local to state level. Yes, imagine impacting the profession at the state level! This workshop will give you the knowledge, skills, and role play to make a difference.

Sign up at <http://event.casponline.org>. See you there!

As I close, I want to thank you the membership for your continual support of CASP. Without your membership, and Conference and Institute attendance, CASP would not be here. Please take care of yourself and I'll see you soon! ☩

Dr. Pedro Olvera, LEP #2975  
CASP President (2017-2018)



**CASP SPRING INSTITUTE 2018**  
**+ POSITIVE PSYCHOLOGY Ψ**

**March 22–24, 2018**  
**Portola Hotel & Spa - Monterey**  
<http://CASPOLINE.org>

**THURSDAY KEYNOTE SPEAKER**  
**John Kelly, PhD, NASP President**

**FRIDAY KEYNOTE SPEAKER**  
**Kristin Wright, CDE, Director of the CDE's Special Education Division**

# A Message from the Executive Director

## CASP Leaders Advocate for Profession at Affiliate Leadership Days

By Heidi Holmlad



Representatives from 12 CASP Affiliates from throughout the state joined CASP leaders in January in Sacramento for two days of training, advocating and social events.

Affiliate Leadership Days are held annually in Sacramento. The event is a chance for CASP leaders to get together to discuss how to successfully run an affiliate, ideas for getting more membership involvement and how to lobby for the profession.

After a daylong meeting to discuss what works for affiliates, the leaders met at the state Capitol for a day of advocacy training and visits to legislative offices. Margaret Sedor, a former CASP board

member and National Association of School Psychologists' Western Coordinator for the Government and Public Relations (GPR) Committee, had CASP leaders role-play how they would approach a legislator. She also had the participants write down what they wished to discuss while visiting the offices in the Capitol. Then they were off to visit their own legislators' offices.

Many legislators reported great interest in what school psychologists do and the current issues of importance. Some affiliate leaders were also asked to visit with the legislator in his or her district office – which is the best place to see officeholders and have discussions about everything from school-based mental health to what happens in an IEP meeting.

Affiliate leaders were enthusiastic about the visits and many made appointments and promises to visit local legislative offices. CASP hopes to keep this momentum going – as well as interest other CASP members in advocacy – at a daylong workshop at Spring Institute.

On March 22, Sedor will be joined by NASP President Dr. John Kelly, CASP President Dr. Pedro Olvera, and President-Elect Dr. Brian Leung to present "Advocating from the School to the Governor's Office." Attendees will learn how to tell everyone from their school colleagues to the governor about why school psychologists are needed in the schools. (Only \$60. CEUs available. Sign up today! <http://event.casponline.org>).

### New Affiliates Welcome

Do you work in a district or region that has a CASP Affiliate? If not, why not start one? Affiliates plan workshops on topics that are of importance to the area, raise money for the CASP PAC and the California School Psychology Foundation, hold networking events and are the heart of CASP.

Interested? Contact Affiliate Representative Sarah Rodriguez at [srodabler@gmail.com](mailto:srodabler@gmail.com)



### Elections

Wish you could be more involved with CASP? Run for the Board of Directors. Nominations are now open for president-elect, secretary-treasurer and representatives for Regions II, IV, VI, VIII and X. Get another regular member to nominate you, tell us a bit about yourself and what you hope to achieve if elected and wait for the results! More info at <http://casponline.org>.



### Convention 2018

Investing in You = Investing in Students is the theme of the annual event, to be held November 8-10 in San Diego. The Call for Presentations can be found under the Events tab at the CASP website. More information coming soon!

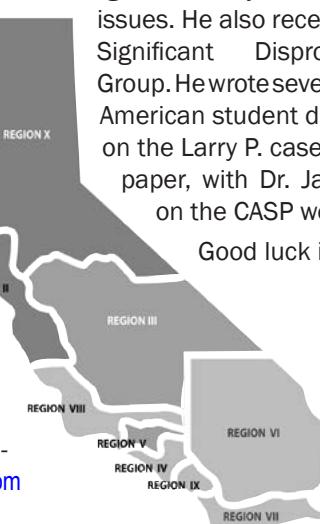
### Good-bye Dr. Gamble

Former CASP President and resident Larry P. expert Dr. Brandon Gamble has pulled up stakes and moved to Alabama. The former California State University at Long Beach professor has taken a job as the Dean of Student Success at Oakwood University in Huntsville, AL.



Dr. Gamble was the conduit between CASP and the Black Psychologists Association in regard to Larry P. and disproportionality issues. He also recently served on CDE's Significant Disproportionality Work Group. He wrote several articles on African American student disproportionality and on the Larry P. case, including the latest paper, with Dr. James Hiramoto, now on the CASP website.

Good luck in Alabama!



# CASP Legislative and Budget Update

By Jeff Frost, Ball/Frost Group

## Governor Releases the 2018–19 State budget

Governor Brown released his proposed budget for 2018 in January with a message to members of the Legislature to remain vigilant to the need for fiscal restraints and to reflect on the many uncertainties the state faces – fill the Rainy-Day Fund and keep faith with the people.

Despite the cautious revenue projections, education fares well and the Governor proposes increases and actions in items that have been areas of interest and concern to the education community. In brief, full funding LCFF, a significant one-time allocation of discretionary funding, a proposal on special education to promote greater alignment of SELPA work with LCAPs and a new grant program to expand programs and services for children from birth to age 5. The Governor proposes to support K-12 CTE programs with \$212 million to the Community Colleges to administer in consultation with the CDE. Finally, the state's evolving accountability system will get an increase of \$59 million to county offices of education to promote their technical assistance work with districts and \$6 million to the California Collaborative for Educational Excellence to build COE capacity. The Governor also pays attention to the continued teacher shortage and the need for special education teachers with proposals for two new \$50 million grant programs.

### Special Education

The Governor's proposal takes into consideration the recent reports and recommendations from the California Statewide Special Education Task Force, the Public Policy Institute of California and messages from the field that there is a need for a more seamless integration of special and general education in California. The Administration recognizes the critical issue that data from the California School Dashboard highlighted that approximately two-thirds of school districts were identified for differentiated assistance based on the performance of students with disabilities.

In light of these reports, feedback from stakeholders, and recent data from the California School Dashboard, the Governor's Proposed Budget proposes the following in special education:

- Strengthen the linkage between special education and general education planning by requiring Special Education Local Plan Areas (SELPA) to complete a SELPA local plan template that aligns the services and resources noted in their local plans with the goals identified in their member district's LCAPs.
- Improve special education budgeting transparency and accountability by requiring the SELPA to summarize how a SELPA's planned expenditures and services align with the improved student outcome strategies noted in their SELPA plan.
- Provide \$10 million ongoing Proposition 98 General Fund for SELPAs to work with county offices of education to provide technical assistance to local educational agencies to improve student outcomes as part of the statewide system of support.
- Provide a \$100 million investment to increase and retain special education teachers. The Governor's proposed Budget highlights the fact that the number of special education teachers providing instruction with a substandard credential continues to rise. In response to this shortage – and because two-thirds of school districts have been identified as having poor special education performance, the Budget proposes two new grant programs. We understand these will be administered by the Commission on Teacher Credentialing:

- **Teacher Residency Grant Program**—\$50 million one-time Proposition 98 General Fund to support locally sponsored, one-year intensive, mentored, clinical teacher preparation programs aimed at preparing and retaining special education teachers.
- **Local Solutions Grant Program**—\$50 million one-time Proposition 98 General Fund to provide one-time competitive grants to local educational agencies to develop and implement new, or expand existing, locally identified solutions that address a local need for special education teachers.



### Special Ed and Early Ed

The budget proposes \$167 million to increase the availability of inclusive early education and care for children aged 0 to 5 years old with a grant program called the **Inclusive Education Expansion Program (also referred to as the Early Education Expansion Program)**, (\$125 million one-time Proposition 98 General Fund and \$42.2 million one-time federal TANF): a new competitive grant program to increase the availability of inclusive early education and care for children aged 0 to 5 years old. *"The Inclusive Early Education Expansion Grant is a one-time, competitive grant for both LEA and non-LEA child care providers to increase the availability of child care and early learning opportunities for children aged 0 to 5, in settings that are appropriate for all children, including those with exceptional needs. Funds are for one-time purposes only (i.e., training, equipment, facilities renovation, etc.) and priority will be for providers that will expand availability of care for children in low-income, high-need areas of the state."*

Ψ

### 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 September 1. Awards are made every October.





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From Author  
**Samuel O. Ortiz,  
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## A Bright Road Ahead

*continued from page 2*

tantrums, etc., and you may see with the younger kids. Many of our students were just happy to come back to school and see their friends. We thought they'd take advantage of our counseling services a lot more, but we've seen it's more the elementary kids who did. But all of our staff came together in this effort during the time; it was quite organized."

The consensus of the CASP, mental health professionals and Santa Rosa school staff is that the collaboration effort was very beneficial to those who were in need of the services during that time.

But the issue didn't stop there.

The aftermath of how students deal with tragic situations can continue long after the event has passed. Students and their families are currently in the trenches of putting their lives back together – many of them have come back to school homeless and unsure of what to expect.

It wasn't too long after the Santa Rosa fires that the Thomas fire in Ventura became California's largest by size since modern recordkeeping began; burning nearly 300,000 acres near the end of 2017.

Once again, districts in the area had to find ways to comfort and help students and their

families during the disaster.

Dr. Coats stated that disasters like these fires highlight the need for all districts to have an updated crisis plan in place with detailed processes, protocols, and key contacts not only within the school district, but within districts and county offices regionally, as well as with stakeholder workgroups and public-private partnerships.

"The Standardized Emergency Management System sets up the structure of authority and responses for a district, but those specific in-district details of who, what, when, where and how are unique to a school, district and community," she said. "Employees change, administrative roles are redefined, contact info can become obsolete. NASP's PRePARE curriculum and workshops go over those inter and intra district details and give administrators and school psychologists time to work on their crisis response plans along with sample forms for their consideration and school district modification."

Steve Mizera, Matthew Park, Angela Bonner, Robin Wilkins, Ed Navarro and Briana Seely-Clark will discuss what they learned during the fires relief effort in Santa Rosa, and the effects on their students, staff and school at CASP Spring Institute on March 23, 1:30-4:30 p.m.

For more information, visit <http://event.casponline.org>.



Students at Piner High School were welcomed back with a special sign and encouragement upon returning to school.

## Award and Scholarship Applications Due June 8

Statewide and regional Nominations for CASP's annual awards and applications for the California School Psychology Foundation scholarships are due to the CASP office by June 8.

The Nadine Lambert Outstanding School Psychologists Awards recognize school psychologists who go above and beyond in their work. One school psychologist from each of the 10 CASP regions is awarded and honored at the Awards Luncheon at the annual convention. CASP affiliates and individual members can nominate colleagues for this special award.

The Sandra Goff Memorial Award is granted to the school psychologist who has made a significant contribution to the profession. This award is not necessarily presented every year. Nominations can be made by CASP members, with former Sandra Goff winners deciding among candidates. The winner becomes an honorary CASP member.

Students may qualify for a \$1,000 scholarship from the CSP Foundation for the Cultural and Linguistic Diversity Scholarship. This award was established to recognize the value of and the need for increasing the number of culturally and linguistically diverse school psychologists. The intent of the scholarship is to provide and promote opportunities for the recruitment of school psychologists responsive to the ethnic, cultural and linguistic backgrounds of the individual children who are part of the increasingly diverse population of California.

Students and first-year school psychologists can attend the annual convention for free by winning the Paul Henkin/Suzanne Fisher Scholarship Award. Award winners have all transportation, lodging and convention costs paid for with the scholarship.

Application forms for all of these awards are on the CASP website at <http://casponline.org/awards>. Apply today!

## Donate Today to the CSP Foundation

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



### CSPF AWARDS

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

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

# NASP Update

By Maureen Schroeder, NCSP, California Delegate

Happy New Year from NASP! I hope your 2018 has off to a great start.

I wanted to highlight some key NASP news and resources to keep you up to date with current happenings at your professional association.

NASP elections were held from January 3-24. Eligible NASP members were sent e-mail reminders to vote online or to request a paper ballot. For updated information, visit <https://apps.nasponline.org/membership-and-community/nasp-elections.aspx>

NASP has recently developed a series of infographics to introduce key issues to stakeholders and advocate for the work of school psychologists. The latest infographic shows key points about social justice as it relates to children and youth, the role of school psychologists in changing these statistics, and the NASP Practice Model domains represented by this work. Download it below. <http://nasponline.org/Documents/Membership%20and%20Community/Social%20Justice%20Practice%20Model%20Infographic.pdf>



From a policy standpoint, 2017 was an incredibly busy year - and school psychologists were engaged as ever in key policy and advocacy activities. This blog post summarizes 2017 advocacy work around ESSA implementation, delivery of comprehensive school psychological services, school-based Medicaid services, and graduate education costs. <http://nasponline.org/research-and-policy/policy-matters/2017-policy-wrap-up>

Speaking of ESSA, this crosswalk outlines how ESSA connects with MTSS, essential school practices, and the broad role of school psychologists working within the scope of services described in the NASP Practice Model. Use this resource to help advocate for the role of school psychologists in effective school policy and practice.

<http://nasponline.org/research-and-policy/current-law-and-policy-priorities/policy-priorities/the-every-student-succeeds-act/essa-crosswalk>

Get your New Year into gear with the help of a professional mentor. Regardless of your experience level a mentor can help you navigate questions about beginning your career as a school psychologist, challenges in practice, adjustments to a new role and more. Search available mentors through the member-only Find-a-Mentor program. You can also earn CPD for being a mentor or a mentee. Visit <http://nasponline.org/mentorprogram> to get started.

Join us for our second annual live webcast from the NASP Convention by watching DS07: Culturally Responsive Assessment Feedback: Sharing Results with Culturally Diverse Families on Thursday, Feb. 15, 1-2:20 p.m. Learn more and register at <https://nasp.inreachce.com/Details?groupId=bb0ab327-d2b2-4c4a-9e5f-b849a7c8264c>.

CASP Spring Institute 2018 will be held at Portola Plaza Hotel and Spa in Monterey, March 22-24. Book your hotel and register for the event online at <http://event.casponline.org>.

For those in Southern California who may need extra support in light of the natural disasters, please contact CASP Executive Director Heidi Holmblad by phone (916) 444-1595 or by email at [executivedirector@casponline.org](mailto:executivedirector@casponline.org). 

## Affiliate Updates

### Delta Area Association of School Psychologists (DAASP)

DAASP held its annual Story Time and Book Drive spearheaded by member Nina Freeman. Books collected will help support Lil' Libraries located throughout the city of Stockton. DAASP is working on keeping the affiliate intact and going strong. Currently, they're looking for a president. Kim Robinson continues to be the vice president.

### Elk Grove Regional Association of School Psychologists (EGRASP)

Since the start of the 2017-2018 season EGRASP has facilitated several workshops, including Carl Corbin's Law and Ethics update, which was well received and attended. Membership has continued to be average. The affiliate recently launched its website, which allows those interested in becoming a member and/or attending workshops to register online. The EGRASP Winter Social was a success in that they were able to raffle at least 11 assessment materials. All proceeds from the raffle are slated to go to the California School Psychology Foundation. There will be a couple more workshops held in the spring, as well as the Spring Social.

### Bay Area Association of School Psychologists/ Monterey Association of School Psychologists

Upcoming Region II Professional Development/CEU opportunities include: University of

California, Berkeley's 51st Annual School Psychology Conference - From Research to Practice: Supporting Students with Trauma taking place on March 2 from 8 a.m.-3:30 p.m. The conference will bring together three experts in trauma to help attendees better prepare to both identify and address the socioemotional needs of students who have experienced trauma. Dr. Jeff Duncan-Andrade, Dr. Joyce Dorado and LEP Emily Santiago will provide attendees with cutting-edge information and practical tools to take home to their schools and communities. To register, visit Eventbrite.com and key in: 2018 School Psychology Conference at UC Berkeley.

Also, California State University, Monterey Bay Lawton Love Distinguished Professor of Special Education and The Monterey Institute for English Learners are pleased to invite you to their Inaugural Special Education Conference. The conference will take place on April 27 from 8 a.m.-5 p.m. Continental breakfast and lunch will be provided. Topics this year will include: Culturally and Linguistically Valid Assessment of Dual Language Learners, with CASP President Dr. Pedro Olvera; Bringing Social Justice Into Practice as an Educator, with Dr. Dave Shribberg; and Best Practices for Promoting African American Student Success, featuring former CASP President Dr. Brandon Gamble and CASP Region II Representative Dr. James Hiramoto. CEUs are available. For more info and registration can be found at <http://Eventbrite.com>, key in: Inaugural Center for Educational Supports (CES) Conference.

### Sonoma County Association of School Psychologists

The 2017-18 academic year has been full of changes and surprises for SCASP. The board had a changing of the guard with multiple new faces and energy. With change comes challenges and they are rolling with the changes to evolve as an organization to support each other and strengthen the services they provide their students, families and colleagues.

SCASP was significantly impacted by the Northern California fires that devastated their communities in October 2017. Schools were closed countywide for a minimum of two weeks, with some districts and schools being closed for one to three months. SCASP's collaborative efforts as an organization were tapped into in a manner they never experienced before. In their words, they have been, "Strong, Sonoma County! #SonomaStrong" The affiliate hosted its annual kick-off event in September 2017, which focused on updating school psychologists on legal updates and best practices for the coming year. Its website was revamped and it now offers on-line registration for SCASP and hosted events at <http://scaspweb.org>. SCASP currently has 48 members, which is down from last year's count of over 70. SCASP's BOD will continue to look at building its membership in an effort to provide the professional guidance and comradeship.



Get connected with CASP!

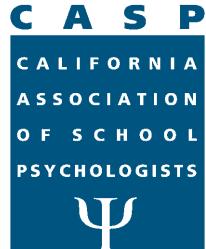


# INVESTING IN YOU... = INVESTING IN STUDENTS!

## CASP CONVENTION 2018

**SAVE THE DATE!** November 8-10, 2018  
Hyatt Regency Mission Bay | San Diego

Call for Presentations now available at <http://casponline.org/events>.  
Convention and hotel registration, plus full presentation and event descriptions will be available at <http://event.casponline.org> in May.



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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.

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# MEMBERSHIP / RENEWAL APPLICATION

<http://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. Please complete Advisor information below:

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

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: ( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_

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

Signature: \_\_\_\_\_

**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: \_\_\_\_\_

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