

# CASP TODAY



California Association  
of School Psychologists

## Table of Contents

VOLUME 69 / NUMBER 3 / SUMMER 2019

### FEATURES

- 1 New Logo, New CASP Today
- 1 A Shark, a Swiss Army Knife, and a School Psychologist
- 10 Joyful Time of Transition
- 15 "Larry P." Makes the News 40 Years After First Ruling

### NEWS

- 5 State Seeks Health Education Materials Adoption
- 7 Get a Little Help From Your Friends at CASP's 70th Annual Convention
- 8 Districts Utilize 2018-2019 CSPF Mini-Grants
- 10 School Psychology Week November 11-15

### DEPARTMENTS

- 6 A Message from the President
- 10 CASP Corporate Members
- 11 CASP Legislative Update
- 13 NASP Report
- 13 Affiliate Updates
- 14 Membership Application
- 15 CASP Officers



**CASP CONVENTION**  
**OCT. 24-26**

**SAVE THE DATE**

## New Logo, New CASP Today

To celebrate the upcoming 70th annual CASP Convention, and next year's 70th anniversary of the association, CASP's Board of Directors decided a new look was due.

A new logo, a new cover for *CASP Today* and new member services will be offered as the 2019-2020 school year kicks off. We're starting with the new logo and *CASP Today* masthead as we shift to the new look.

This logo, designed by CASP Webmaster Josh Johnson, will allow CASP more versatility in branding and updates the look. The new masthead and cover of *CASP Today* leads to more of a magazine concept for the quarterly newsletter. It will continue to offer the latest trends in school psychology, advocacy updates and news of CASP events, people and affiliates.

CASP has also added new webinars to its website. Members and nonmembers can sign up to get the links to these workshops, recorded at CASP conventions and spring institutes. Continuing education units and hours for LEPs and other BBS licensees and NCSPs are available by viewing these webinars and completing follow-up tasks.

CASP is also continuing to add and update its position papers and resource papers and has brought its popular FAQs back to the website. Check it out at <https://casponline.org>.

## A Shark, a Swiss Army Knife, and a School Psychologist

### How school psychologists can support equity in educational systems

By Tom Sopp, MA, LMFT,  
Lina Bender, Ed.S., and Sandra Azevedo, MA, PP

A shark, a Swiss army knife, and a school psychologist: How are they similar? How are they alike?

We've been hearing a lot about equity in California's educational system of late. It might feel a little embarrassing to ask, but what, in this context, does that mean exactly? Here is an excerpt from the California Department of Education's (CDE) website:

*"Students come to school with diverse backgrounds, abilities, talents, and challenges. Schools ensure equity by recognizing, respecting, and acting on this diversity. A common misperception is that equity means that all students are treated equally in all situations. In fact, high-quality schools have the capacity to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that all students benefit equally."* (<https://www.cde.ca.gov/qs/lea/>).

School psychologists, we are proposing, are well equipped to promote equity.

The National Association of School Psychologists (NASP) 10 Domains of Practice help inform the range of knowledge and

*continued on page 2*

# A Shark, Swiss Army Knife, and a School Psychologist

continued from page 1

skills school psychologists provide and connect strongly to the work of equity. The NASP Practice Model, utilized by accredited programs, has the following standards:

- Domain 1:  
Data-Based Decision Making and Accountability
- Domain 2:  
Consultation and Collaboration
- Domain 3:  
Interventions and Instructional Support to Develop Academic Skills
- Domain 4:  
Interventions and Mental Health Services to Develop Social and Life Skills
- Domain 5:  
School-Wide Practices to Promote Learning
- Domain 6:  
Preventive and Responsive Services
- Domain 7:  
Family-School Collaboration Services
- Domain 8:  
Diversity in Development and Learning
- Domain 9:  
Research and Program Evaluation
- Domain 10:  
Legal, Ethical, and Professional Practice

**School Psychologists have a role in California's educational system to promote accountability and track progress toward equity.**

California's accountability system (Local Control Accountability Program, LCAP/Local Control Funding Formula, LCFF) is based upon multiple measures of how we are meeting the needs of students and this performance is captured in the California School Dashboard. Achievement and school climate gaps by student group are putting a spotlight on inequities within our systems. In order to close these gaps, it is believed equity needs to be assured for each and every student. California's System of Support provides Local Education Agencies (LEAs) and schools with targeted support from their county office or other entity when their Dashboard results highlight such a need.

**So, how do we ensure equity for each and every student? And what do school psychologists have to do with it?**

A California Initiative: Multi-Tiered System of Support (MTSS) was designed as a vehicle to do just that. The CDE adopted a MTSS approach to promote equity. Interestingly, prior to that, in order to draw more attention to the need of MTSS training, the California Association of School Psychologists (CASP) introduced a bill that funded MTSS training throughout the state. The California governor's office reviewed the legislation, agreed with the need, and initially placed substantial funding in the 2015-16 state budget for training, subsequently, making the bill unnecessary. With this funding secured, the CDE approach to improve equity in educational outcomes resulted in the development of a Request for Application (RFA) grant for MTSS training. This RFA was grounded in recommendations from a report, released March 2015, by the California Statewide Task Force for Special Education (One system: Reforming Education to Serve All Students). It is a blueprint for all educators (administrators, pupil personnel service providers, general, and special education teachers) to work collaboratively to address the needs of all students. In 2017, the CDE grant was awarded to Orange County Department of Education in partnership with Butte County Office of Education and the SWIFT Center from the University of Kansas. The intention for this grant was to reach all LEAs in the state of California. Eventually, a total of \$30 million was allocated for CA MTSS implementation. Currently, another \$15 million has been allocated to address equity and school climate.

The SWIFT Center had recently developed an equity-based educational framework, resources, and technical assistance tools to assist schools with their journey to create equity for all. This framework, with a few minor adjustments, is now the CA MTSS Framework ([www.ocde.us/mtss](http://www.ocde.us/mtss)). The CA MTSS Vision is: *"All means All. ALL students regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency are provided with the most inclusive learning environment."* And with this, school psychologists offer their unique expertise with understanding students, inclusion, systems, and the interplay between general and special education programs.

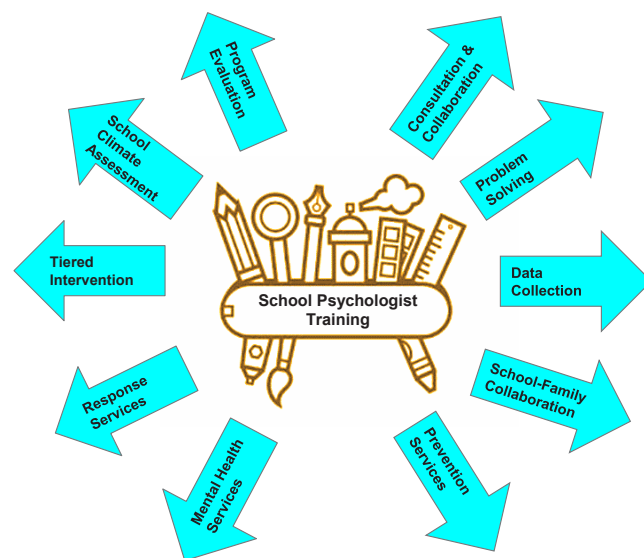
Sustainable transformation of a system requires a certain set of knowledge, skills and resources. CA MTSS provides the means, the "how," to support the journey. This, along with the following, is what makes CA MTSS and the practices it includes fundamentally different than what was traditionally viewed as MTSS or (RTI/RTI2). *THIS* we state, is NOT your grandparent's RTI. So what is so different? Here are a few highlights:

- Shift to recognizing that ultimately **Whole System Engagement** is needed for transformational work in order to support *all*
- Emphasis on building **strengths** versus ameliorating deficits
- Recognizing that **stakeholder engagement** is key at all levels
- Implementing **Universal Design for Learning** to address access as part of equity
- Applying **Implementation Science** to ground the evidence-based practices sustainably into systems

**Advocate for yourself ... and for equity. Make a "Shark Tank" pitch.**

Progressing as a professional and accepting the opportunity available in California's MTSS/ equity-based initiative means learning how to make a "shark tank" pitch. If you have never watched the television show "Shark Tank" that is your homework this week! It has been said that school psychologists are skilled advocates for everyone, except for school psychologists. In a MTSS world, school psychologists ought to embrace the advocacy role for themselves (which is really advocating for children) by promoting a message that school psychologists support all students.

continued on page 4



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# A Shark, Swiss Army Knife, and a School Psychologist

continued from page 2

School psychologists are uniquely poised to support MTSS, and LCFF is a funding source to buy the school psychologist's time for creating systemic changes that benefit all learners.

School psychologists support all students with diverse "Swiss army" like skills.

School psychologists are like a Swiss army knife. A Swiss army knife wields multiple tools such as can opener, magnifying glass, scissors, saw blade, screwdriver, tweezers, and even a toothpick. A school psychologist's training, as referenced earlier by the NASP 10 domains, is broad, offering a school site an arsenal of tools in one handy package (quite like a Swiss army knife) to support students' educational progress.

A school psychologist has foundational knowledge and practice critical to the advancement of equity.

Frequently, school districts access only one function from a school psychologist: Testing and placing students in special education. If leadership desired to utilize a school psychologist's full scope of training to promote MTSS at the school site, the following is a sample of the tools (for an exhaustive list, see CA MTSS and NASP Domains of Practice chart) that school psychologists may employ to support such an initiative:

- Expertise in systems and program evaluation
- Developing prevention and response services; knowledge of universal screening programs to identify students in need of instructional and behavioral support services
- Consultation and collaboration with teams; collaborating with other school personnel to create and maintain a

multi-tiered continuum of services to support academic, social, emotional, and behavioral goals for students

- Provision of mental health services
- Problem-solving
- Best practices in interventions
- Data collection and analysis
- Promotion of policies and practices that support effective discipline, instructional support, grading, home-school partnerships, student transitions, and more
- Advocating for policies and practices that promote positive school environments

When a school site adopts a MTSS model, the school psychologist ought to consider advocating for participation and the use of all the tools at his or her disposal. And likewise, if a school site is searching for support to implement MTSS, their search need go no further than the school psychologist's office.

Let's make it happen!

continued on page 5



## Multi-Tiered System of Support

### Inclusive Academic Instruction

- D1: Data-Based Decision Making and Accountability
- D2: Consultation and Collaboration
- D3: Interventions and Instructional Support to Develop Academic Skills
- D5: School-Wide Practices to Promote Learning
- D6: Preventative and Responsive Services
- D7: Family-School Collaboration Services
- D9: Research and Program Evaluation

### Inclusive Behavior Instruction

- D1: Data-Based Decision Making and Accountability
- D2: Consultation and Collaboration
- D3: Interventions and Instructional Support to Develop Academic Skills
- D4: Interventions and Mental Health Services to Develop Social and Life Skills
- D5: School-Wide Practices to Promote Learning
- D6: Preventative and Responsive Services
- D7: Family-School Collaboration Services
- D8: Diversity in Development and Learning
- D9: Research and Program Evaluation

### Inclusive Social-Emotional Instruction

- D1: Data-Based Decision Making and Accountability
- D2: Consultation and Collaboration
- D4: Interventions and Mental Health Services to Develop Social and Life Skills
- D5: School-Wide Practices to Promote Learning
- D6: Preventative and Responsive Services
- D7: Family-School Collaboration Services
- D8: Diversity in Development and Learning
- D9: Research and Program Evaluation

## All Means All - CA MTSS and NASP Domains of Practice



### Administrative Leadership

#### Strong & Engaged Site Leadership

- D1: Data-Based Decision Making and Accountability
- D2: Consultation and Collaboration
- D3: Interventions and Instructional Support to Develop Academic Skills
- D5: School-Wide Practices to Promote Learning
- D9: Research and Program Evaluation

#### Strong Educator Support System

- D1: Data-Based Decision Making and Accountability
- D2: Consultation and Collaboration
- D3: Interventions and Instructional Support to Develop Academic Skills
- D8: Diversity in Development and Learning
- D9: Research and Program Evaluation



### Integrated Educational Framework

#### Fully Integrated Organizational Structure

- D5: School-Wide Practices to Promote Learning
- D8: Diversity in Development and Learning

#### Strong & Positive School Culture

- D2: Consultation and Collaboration
- D4: Interventions and Mental Health Services to Develop Social and Life Skills
- D6: Preventative and Responsive Services
- D7: Family-School Collaboration Services



### Family & Community Engagement

#### Trusting Family Partnerships

- D7: Family-School Collaboration Services
- D8: Diversity in Development and Learning
- (D5: School-Wide Practices to Promote Learning)
- (D6: Preventative and Responsive Services)

#### Trusting Community Partnerships

- D7: Family-School Collaboration Services
- D9: Research and Program Evaluation



### Inclusive Policy Structure & Practice

#### Strong LEA / School Relationship

- D5: School-Wide Practices to Promote Learning

#### LEA Policy Framework

- D10: Legal, Ethical and Professional Practice

# A Shark, Swiss Army Knife, and a School Psychologist

continued from page 4

**LCFF money may be used to support high-need student groups via buying school psychologist time to promote effective systems change.**


In California, the LCAP/LCFF is a comprehensive reform to the state's school finance system that puts local schools in the driver's seat to prioritize needs and determine how to invest in high-need student groups. LCAP requires school sites to create a plan to address how they will meet the academic and social/emotional/behavioral needs of high-needs student populations. School districts receive funding from different sources including federal funds, state funds, and local funds. State funds under the LCFF includes a base level of funding for LEAs and extra funding called supplemental and concentration grants based on the enrollment of high-needs students, such as English learners, foster youth and low income children. Functioning much like a mini-school board, the School Site Council (SSC) votes to approve how LCFF money will be spent to support

students at the site level. Using a template adopted by the California State Board of Education, the LCAP goals are effective for three years with annual updates. It includes the LEA's annual goals for all pupils and for each student group in regard to LCAP funding priorities and any local priorities, as well as the plans for implementing actions to achieve those goals.

This presents school psychologists with a unique opportunity to think like an entrepreneur. The more power given to school sites to determine goals, decide on a plan and allocate funding, the more empowered school psychologists are to advocate for children in new ways. For school psychologists who want to expand their role beyond testing and placing students in special education, LCAP is an opportunity to be funded for time to play a role in developing tiered prevention and intervention supports and multiple elements of systems change. Making a shark tank pitch is an opportunity for school psychologists to expand their role, swim upstream, and take a voracious bite out of the equity gap.

**Want to learn more about MTSS? We have resources galore.**

Colleagues: if you, too, are interested in improving equity in California schools and advocating that your skill set is applied beyond psychometry, there are several

avenues available to you to learn more. For more information about the CA MTSS framework, visit <http://www.ocde.us/mtss> for a variety of digital materials and contacts to educators already involved in the work. You may also be interested in the annual MTSS Professional Learning Institute (<http://camtsspli.ocde.us/>). Research and resources for MTSS and system change can be found at SWIFT Education Center <http://www.swiftschools.org>. If you would like to continue your exploration of the school psychologist's role in MTSS and advocating for an expanded role, make sure to attend the CASP annual convention this fall (<https://casponline.org/events/>). Lastly, consider using this article to educate administrators, SSCs, and school boards on the multi-faceted training, skills, and practices to which you have dedicated yourself. 

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**Thomas J. Sopp, MA, LMFT**, is a school psychologist for the Long Beach Unified School District. He also serves as CASP Committee chair, Advocacy & Leadership.


**Lina Bender, Ed.S.**, is a program coordinator for the Orange County Department of Education.

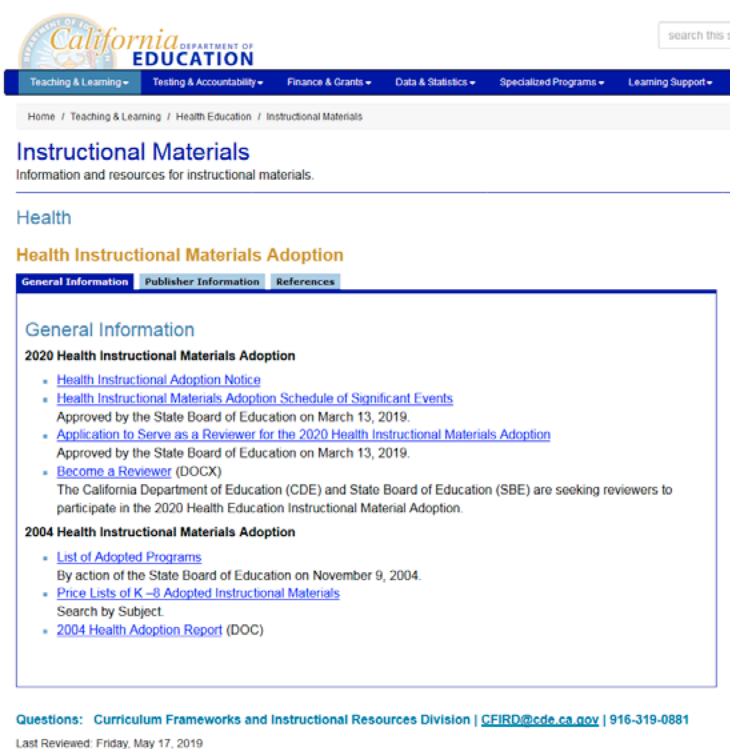
**Sandra Azevedo, MA, PPS**, is the Coordinator for Continuous Improvement for the Butte County Office of Education.

## State Seeks Health Education Materials Adoption

The California Department of Education (CDE) and State Board of Education (SBE) seek reviewers to participate in the 2020 Health Education Instructional Materials Adoption. Those selected will evaluate the instructional materials for alignment to the California Health Education Content Standards and for consistency with the guidance in the newly revised Health Education Curriculum Framework. This will utilize the standards maps and evaluation criteria maps that have been approved by the SBE for this adoption.

Reviewer training will be held April 21-24, 2020, in Sacramento. The reviewers will spend April-July, 2020, conducting independent review of the instructional materials. The reviewers will meet July 20-24, 2020, in panels per session assignment to deliberate and prepare a report of the findings. This will take place in Sacramento.

Find the online application and more information on the CDE Health Education Instructional Materials web page at <https://www.cde.ca.gov/ci/he/im/>. **The deadline to submit applications is July 24, 2019.** 



The screenshot shows the California Department of Education website. The top navigation bar includes links for Teaching & Learning, Testing & Accountability, Finance & Grants, Data & Statistics, Specialized Programs, and Learning Support. The main content area is titled "Instructional Materials" and "Health Education Instructional Materials Adoption". It lists general information, publisher information, and references. The "General Information" section includes links for the 2020 Health Instructional Materials Adoption, the 2004 Health Instructional Materials Adoption, and a list of adopted programs. The "Publisher Information" section includes links for the 2020 Health Instructional Materials Adoption, the 2004 Health Instructional Materials Adoption, and a list of adopted programs. The "References" section includes links for the 2020 Health Instructional Materials Adoption, the 2004 Health Instructional Materials Adoption, and a list of adopted programs.

**Questions:** Curriculum Frameworks and Instructional Resources Division | [CEIRD@cde.ca.gov](mailto:CEIRD@cde.ca.gov) | 916-319-0881  
Last Reviewed: Friday, May 17, 2019



# A Message from the President

## Connecting an Abundance of Thanks

By Maureen Schroeder

Thank you to you – CASP members – for the faith you placed in me last year by electing me as president-elect.

I sought for the past year to work on expanding our ability to collaborate with other professionals who provide supports and services to students and families, and I believe we can accomplish it through our advocacy efforts. As a collective group, I have no doubt we can be the “change agents” who “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.” This has been and continues to be CASP’s vision, for which we continue to strive. My goals are many, but my focus is one, and it is connecting/connection. That noted, I hope to count on your collective involvement with CASP. Let’s make those connections and influence change.

I also want to take a moment to thank my colleagues who have taught me so much about being a CASP Board member. Thank you, Brian Leung, for your leadership this past year, for bringing to light what we do as school psychologists. In advocating for our role as highly trained mental health providers, we are more than just assessors.

Also, in encouraging all of us to take care of our own mental wellness.

Thank you to past presidents Dr. Pedro Olvera and Tom Sopp for your guidance and mentorship as I stepped into the president-elect role. Your encouragements and words of wisdom have helped to shape the leader that I am today.

I remember a quote noting that behind a strong, confident, and determined woman is a group of other women who supports her, believe in her, push her to her limits, cries

with her in joy and times of trial, and brings her back to reality whenever needed. I am very much thankful to have and love my girls – Jeannine, Amy, Mel, Catherine, Sarah, Nicole, and Kaitlin.

As I step into this role as president, I am also thankful knowing that we are bringing in new board members:

Affiliate Representative: Nel Romo

Region I: Zenia Lemos-Horning

Region V: Jana Baker

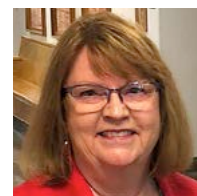
Region VII: Kristin Singh

Region IX: Giniena Tan



Maureen Schroeder

CASP as a collective group would not function without a strong, knowledgeable, and supportive executive director. Heidi Holmblad has been CASP’s executive director for as long as I can remember. I found out she has been a part of CASP for at least 23 years, and she has been the “rock,” the “glue,” and the “engine” that has kept us moving forward. She is one of the main reasons that many of us are on the board, because she exudes leadership, diplomacy, and kindness. Alas, as with many good things, there comes a point when it is time to make a change and to take that step. Heidi retired from her position on June 30. It has been difficult news for all of us, but we are thankful beyond words for everything that Heidi has done for our association and wish her nothing but the best as she transitions into retirement. In the meantime, Heidi will continue to assist CASP and the Board of Directors, as our search committee is diligently working to find our new executive director.



Heidi Holmblad

Moving forward, keeping to my focus of connecting, I will continue to represent CASP as a member of the Pupil Services Coalition, stay abreast on the latest legislation locally and nationally, continuing our efforts in connecting with CDE, ACSA, and other community agencies that support our mission, “to foster the wellbeing of the children, schools, and communities we serve through legislative advocacy, professional development, communications, publications, ethics guidelines, and direct services to members.”

I am looking forward to serving you as your president.

Let’s connect!



Working together: (From left) Dan McCarthy, of the School Social Workers; Patty Taylor of the California Teachers Association, State Superintendent of Public Instruction Tony Thurmond, Loretta Whitson of the California Association of School Counselors and Maureen Schroeder, CASP president, were among the Pupil Services Coalition members who met with the superintendent in June.



Get connected with CASP!





**SAVE THE DATE!****October 24–26, 2019**

Westin Hotel | Long Beach

Come and celebrate at

**CASP's 70th Annual  
Convention****KEYNOTE SPEAKER**  
Houston Kraft<http://casponline.org/events>**CASP CONVENTION 2019**

## Get a Little Help From Your Friends at CASP's 70th Annual Convention

Experts in Dyslexia, Multi-Tiered System of Supports, and communicating with African American families are on the schedule at CASP's 70th Annual Convention, to be held October 24-26 in Long Beach.

You're Not Alone: Integrating Systems of Support is expected to draw administrators, parents, counselors and school psychologists as it features presentations on what can happen in the state's public school system if everyone works together to ensure success.

Keynote Speaker Houston Kraft, co-founder of CharacterStrong, an organization that builds communities, will set the tone as he shows what can happen when everyone involved in the schools learn to listen and support one another.

Other speakers include State Superintendent of Public Instruction Tony Thurmond (invited); Black Psychologists Association President Dr. Theopia Jackson; Dr. Richard Wagner, co-author of the CTOPP-2; Dr. Stephanie Al Otaiba, Southern Methodist University, an expert on dyslexia interventions; Kimberli Breen, MS, CAS, MA, National Behavior Change Agent with the University of Kansas SWIFT Education Center and MTSS expert; and Dr. Elaine Fletcher-Janzen, with an intense two-day workshop on ACES.

School psychology legends Dr. Cecil Reynolds, Dr. Sam Ortiz, Dr. Gerard A. Gioia and Dr. Dawn Flanagan are also among the workshop presenters. The exhibit hall, awards luncheon, papers, posters, panel discussions and mini-skills workshops will be offered, as well as networking opportunities.



Theopia Jackson



Richard Wagner



Tony Thurmond



Stephanie Al Otaiba



Kimberli Breen

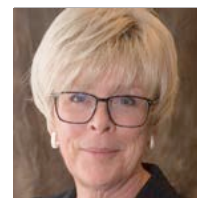
This convention will offer a unique opportunity to delve into the California-only ban on IQ testing of African American students for qualifying for special education programs. On Thursday, October 24, a panel and roundtable discussions will be held with parents of African American students who have been affected by the Larry P. court ruling, which led to the testing ban. Lee Romney, a reporter for a San Francisco Bay Area radio station who has been reporting on the effect of the case today, will interview Darryl Lester, AKA Larry P., during a five-hour session (including lunch) on Parents Share What Helps and Hinders: Public Education and African American Student Achievement and Success. Parents will then meet with school psychologists and their PPS teams in small groups to discuss ways to improve communication between the two groups as it relates to special education testing and interventions.

Students and new school psychologists: There is still time to apply for the Paul Henkin convention scholarship. One student and one new working school psychologist are awarded up to \$750 for convention expenses. **Deadline to apply is September 1.** <https://casponline.org/awards/#henkin>

Also, the CASP Alumni Club is accepting nominations for its Suzanne Fisher Leadership Award. This award is presented to a person or group that consistently advocates on behalf of school psychology in California. **Deadline for this application is August 1.**

<http://casponline.org/awards/suzanne-fisher-memorial-leadership-award/>

Come join us as we celebrate CASP's 70th annual convention, at the Long Beach Westin. Convention registration information and a link to the host hotel are at <https://event.casponline.org>.



Elaine Fletcher-Janzen



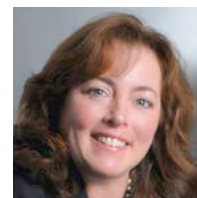
Cecil Reynolds



Sam Ortiz



Gerard A. Gioia



Dawn Flanagan

**CONVENTION REGISTRATION**

# Districts Utilize 2018-2019 CSPF Mini-Grants

By **Bryan M. Gold**, Communications Coordinator

Initial results from projects show that funding from the California School Psychology Foundation's Mini-Grants program continue to make positive differences in the schools.

The CSP 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 that enhance the development of positive assets in children and youth.

Below are summaries of this year's winning projects.

## **Caring School Community Pilot Study – Long Beach Unified School District**

Jackie Robinson Academy is where a team led by school psychologist Patricia Márquez combined a desire to enhance the social and emotional learning experiences of students with research supporting the efficacy of *Caring School Community*. The mini-grant funding was used to launch the Caring School Community Pilot Study at the school.

One teacher per grade level in TK/K through fifth grade volunteered to implement *Caring School Community* in their classrooms. The process started in February, and preliminary findings consisting of teacher and student input, notably through focus groups conducted with randomly selected students in the pilot classrooms, have been very positive.

For example, asked whether they believe morning and closing circles, key components of the *Caring School Community* program, positively impact how students work together, 60% of students said yes, 27% said no, and 13% had no response. Students were also asked whether they would like to continue to take part in morning and closing circles, and 73% said yes, 20% said no, and 7% had no response.

Pilot teachers were also interviewed to obtain their perceptions of the *Caring*

*School Community* program and of the efficacy of the program in their classroom during the short pilot study. All teachers indicated that they found the program to be effective or very effective at building positive student relationships. All teachers also indicated that they would like to continue implementing *Caring School Community* during the upcoming school year.

Márquez said the pilot study will consist of further analysis of data gathered from student focus groups and teacher interviews. Also, data on academic achievement, discipline referrals, attendance, and student perceptions of their sense of safety and well-being will be analyzed to determine the efficacy of the pilot study at the school.

"We believe that developing community takes dedication and time and subsequently do not expect to see significant gains from a short implementation period," Márquez said. "However, we would not be disappointed if our hypothesis is not correct."

## **Encanto Positive Behavior Intervention Supports (PBIS): Recess Soccer Initiative – San Diego Unified School District**

Licensed Educational Psychologist Rodrigo Enciso sought to assist with providing increased socio-emotional functioning of students by providing opportunities and incentives to engage in meaningful sport activities through the game of soccer.

His program at Encanto Elementary School was part of a dedicated and focused effort to promote a safe and welcoming

environment by all staff through a school-wide PBIS initiative. Enciso said that related steps that have been taken include development of recess guidelines and student expectations that include soccer, periodic soccer instruction during recess, and a previously established after-school soccer club he facilitated, efforts which the school desires to continue jointly with its wellness committee and PBIS leadership team.

The school's playground has been a dirt lot for many years, so Enciso used the mini-grant funding to buy new soccer equipment for the new field and play area that the city and school planned to install on the dirt field. However, typical construction delays and the abundance of rainy days this year meant that the field would not be ready until the 2019-2020 school year. Still, Enciso ordered soccer goals, balls, scrimmage shirts, and other equipment, and he created a soccer club student committee that helped select the equipment and make decisions regarding how to best budget and spend the grant funds.

This process is part of the plan.

"As we take on the challenges of this underprivileged community of Encanto, that include a culture of poverty and chronic trauma," Enciso noted, "we have needed to invest a lot of extra time and resources to create a positive school community and restore a sense of pride in our students and staff."

## **Self-Regulation Deep Breathing Technique Using the Hoberman Sphere for the Academic and Behavioral Support Services Class (ABSS) – Elk Grove Unified School District**

School psychologist Maureen Schroeder used her mini-grant funding to implement a research-based intervention to address students' self-regulation skills. The funds allowed her to purchase a class set of Hoberman spheres and yoga mats, which were used to teach students how to use deep breathing techniques as means to self-regulate.

The eight boys and two girls at Harriet Eddy Middle School who were part of this initiative had been identified to require academic, social-emotional, and behavioral supports provided within a special education classroom. The 10 students had also been identified to meet eligibility criteria under



*continued on page 9*



## ACSPF Mini-Grants

continued from page 8

emotional disturbance and/or Autism with additional diagnosis related to ADD/ADHD. Each student had an individualized educational plan containing goals related to self-regulation through the practice of deep breathing.

Schroeder said a “pre-intervention” survey was completed by each student to obtain qualitative data regarding their skills related to deep breathing. The intervention lasted for more than eight sessions. Schroeder, the CASP president for 2019-2020, added that during each session and prior to the exercise, students completed a survey requiring for them to rate their “mood” at that moment. The students also completed a post-exercise survey so that they could compare and contrast how they felt.

Preliminary results indicate that students generally felt “agitated” and/or “energetic” prior to the exercise and “calm” afterward the exercise. Students were also able to

verbally express when they would use the breathing techniques. She added that, although this was a small group of students and a small sample size, results qualitatively indicate that self-regulation can be taught through deep breathing.

*To be eligible to receive a CASP mini grant, you must be a credentialed, full-time school psychologist at a California public school and a CASP member. Awards may be made in any amount up to \$1,500.00.*

*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.*

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# Joyful Time of Transition

By Brian Leung, PhD

My fellow school psychologist colleagues!

I am writing this last column as president with lots of positive feelings oozing inside of me! It's been an interesting journey, one that was both educational to me and fun for me! So, I want to start my last column with a BIG thank you to the Board for your overall support of my presidency this past year. I greatly appreciate the commitment each of you have to serve the profession and our organization knowing that you could've spent your time doing many other things! I know you're all very busy people.

Second, I'm proud of what we have done together this year. A few noteworthy things are that membership is up thanks for Rodrigo Enciso and his committee, attendance at last October's convention was at a recent all-time high thanks to Amy Balmanno and the convention committee, we had a very strong showing with the Association of California School Administrators with Tom Sopp leading the way – especially with the development of the SP evaluation form – and Chris Jones with his tireless work with LEP issues has been amazing.

I had the opportunity to visit all the affiliates with the help of the region reps, which was really fun for me. I got to deliver my

favorite message to school psychologists, which is “strive to be more than testing machines,” transform our role, and regain our identity as school psychologists instead of SPED psychologists. If I have been able to inspire even just a few colleagues in each region to transform his or her role, I would consider my visits a huge success. I know how hard it's not to be just testing, but we've got to start somewhere!

I also want to especially thank the special interest group chairs in helping me try to get our colleagues involved in conversations about import areas of practice.

Finally, we're moving forward to reintroduce CEUs so that all of us are at our best when



*We have a lot of work to do because our schools are still ranked very low and our dropout rate is still very high, especially among our CLD populations when compared with other states in the union.*



Dr. Brian Leung

helping California's children do better academically and emotionally. We have a lot of work to do because our schools are still ranked very low and our dropout rate is still very high, especially among our CLD populations when compared with other states in the union.

But it's looking good for the future because we had President-Elect Maureen Schroeder and others that helped usher in new PPS training standards for School Psychology so new graduates will be trained in the NASP practice model. I hope all of you will support newly minted school psychologists in your midst in their eagerness to practice the NASP 10 domains.

By the time this is published, I will have passed the presidential torch to President-Elect Maureen Schroeder. I look forward to supporting her in accomplishing her goals!

Last, I want to again acknowledge CASP's Heidi, E.J., and the office staff for their excellent work behind the scenes in helping make all my work as president easy and smooth. It's really quite an effective team at the CASP office. It has been a pleasure to be CASP president this year.

Happy summer everyone!



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It's not too early to start thinking about what you want to do for California School Psychology Week.

This year, the special week that brings attention to the field of school psychology and what school psychologists do, November 11-15

You can do anything from hosting a walk-a-thon in your school district to making a presentation before your school board members; there are many activities you can do start or join to get the word out about school psychology.



# CASP Legislative Update

## CASP-Sponsored Bill Sent to Senate

By **Andrea Ball** and **Laura Wasco**, Ball/Frost Group, LLC

After hearings before Assembly and Senate Committees and with support from the Board of Behavioral Sciences, CASP's bill that would allow Licensed Educational Psychologists to supervise other BBS licensee interns has made its way to the state Senate floor.

**AB 1651, authored by Assembly member Jose Medina**, would allow a LEP to act as a supervisor of associate marriage and family therapists (AMFTs), associate clinical social workers (ASWs), and associate professional clinical counselors (APCCs) who are providing educationally related clinical mental health services (ERMHS) in educational settings. As of this publication date, AB 1651 will be heard next on the State Senate floor.

CASP's LEP Committee Chair Chris Jones testified on behalf of the bill's passage at hearings before both house's Education Committees, where the bill passed unanimously. With no registered opposition to the bill, it is expected to be passed in the Senate and then be sent to Gov. Gavin Newsom's desk.

Currently, all BBS interns, called associates in BBS parlance, must be supervised by one of the three other licensees. While working in the schools, they also must be supervised by a credentialed mental health professional or administrator. By allowing a LEP to supervise, these associates will need only one supervisor if they are providing ERMHS. There is a limit of 1,200 internship hours that the associates can earn toward licensure under this arrangement. LEPs interested in supervising these interns would need to take a supervision course prior to being certified as a supervisor.

This bill came about after two BBS interns being supervised by a LEP had their hours rejected by the BBS when they were providing ERMHS.

*CASP would like to thank all the LEPs who wrote letters of support to their legislators.*

### Governor Signs 2019-20 State Budget

On June 27, Governor Gavin Newsom signed the 2019-20 budget – Assembly Bill 74 – and thanked the Legislature for working together to complete a responsible budget agreement that creates the biggest reserve in state history, pays off the Wall of Debt, and helps Californians tackle the cost crisis.

In remarks lasting about 15 minutes, Newsom hit the highlights in the budget and at least twice contrasted California's fiscal responsibility – paying down debts and building reserves – with what is going on in Washington, DC. One of the first

issues he spoke of was funding for K-14 education at its highest level – \$81.1 billion – and the additional funding provided for special education.

Key education-related components of the budget are the CalSTRS and CalPERS employer contributions, the ongoing increase to special education funding that

includes the estimated funding of \$9,000 per child for 3- and 4-year-old children with special needs, and a new grant program to address student mental health.

Below is summary information on these key provisions:

**CalSTRS & CalPERS** – The Department of Finance provided additional information on the impact of the CalSTRS and CalPERS payment that is part of the budget (SB 90, a 2019 Budget Act trailer bill). Specifically, the bill includes a \$3.15 billion non-Proposition 98 General Fund payment on behalf of employers to CalSTRS and the CalPERS Schools Pool. Of this amount, an estimated \$850 million will buy down the employer contribution rates in 2019-20 and 2020-21. With these payments, the CalSTRS employer contribution rate will decrease from 18.13 percent to 17.1 percent in 2019-20 and from 19.1 percent to 18.4 percent in 2020-21. The payments will decrease the CalPERS Schools Pool employer contribution rate from 20.7 percent to



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19.7 percent in 2019-20 and from 23.6 percent to 22.9 percent in 2020-21. The remaining \$2.3 billion will be paid toward the employers' long-term unfunded liability for both systems. Overall, this payment is expected to save employers \$6.1 billion over the next three decades, with an estimated reduction in the out-year contribution rate to CalSTRS of 0.3 percentage points, and to the CalPERS Schools Pool of 0.1 to 0.3 percentage points.

**Special Education** – This was the most contentious issue in the K-12 education budget. The final agreement includes:

- \$152.6 million to “level up” AB 602 rates and bring all Local Educational Agencies (LEAs) to the “statewide base rate” (estimated at \$557 per ADA)
- \$493.2 million to provide grants to school districts serving 3- and 4-year-old children with IEPs. (we estimate this will come to approximately \$9,000 per child)
- Trailer bill language requiring passage of reform legislation in 2020-21, prior to budget adoption, addressing the following topics:
  - o An examination of the role of special education local plan areas (SELPAs) in the delivery of special education services and supports for individuals with exceptional needs, including increasing accountability and incorporation into the statewide system of support.
  - o Expansion of inclusive practices to ensure that every individual with exceptional needs has access to learn in the least restrictive environment.
  - o Opportunities for local educational agencies to receive state and regional support to address disproportionality of special education identification, placement, and discipline, as applicable, and ensure equitable access to services for individuals with exceptional needs.
  - o A review of existing funding allocations for special education.

## Legislative Update

*continued from page 11*

The Governor's proposal would have created a new grant program for early intervention services outside the scope of an individualized education program (IEP) and eligibility would have been limited to districts with 55% or more students in the LCFF unduplicated categories of low-income, English-learner and foster youth AND above the state average in proportion of students identified with special needs. The education community and the Legislative Analyst Office raised concerns and opposition early on to this proposal, noting it would exacerbate existing inequities in special education funding and lead to incentives to identify students as special needs.

The end result provides much needed ongoing funding for equalization and establishes a funding system for preschool age children with special needs; it also provides leverage for changes to the existing funding system by making future year allocations contingent on enactment of reforms to improve student outcomes.

The final budget also included \$500,000 in one-time non-Proposition 98 funding for a multi-agency and stakeholder group to increase local educational agencies' ability to draw down federal funds for medically related special education services including Early Periodic Screening Diagnosis and Treatment (EPSDT funds) and to improve the transition of 3-year-olds with disabilities from regional centers to local educational agencies.

**Mental Health** – The budget provides \$50 million in Prop 63 funds for establishing the Mental Health Student Services Act as a mental health partnership competitive grant program for the purpose of establishing mental health partnerships between county's mental health or behavioral health departments and school districts, charter schools, and the county office of education within the county.

**Data** – In evident contrast to the Brown Administration, Governor Newsom proposed several interagency data efforts and agreed to legislative proposals for additional data projects in the Early Childhood Education sector for a total of \$30 million in non-Proposition 98 funding: The Governor's Cradle to Career effort is funded with \$10 million to the Office of Planning and Research and funding for staff at the education segment offices. In addition, \$10 million of

one-time non-Prop. 98 funds will go to for CDE to implement a data system for state-funded early childhood education programs and another \$10 million in non-Prop. 98 funds for various departments, including the CDE, the Department of Social Services, the Public Employment Relations Board, and the Human Resources Department for data collection and implementation of childcare organizing.

**Professional Development** – In 2019, the Governor and Legislature also came to agreement on \$89 million for grants (not loans) to teachers who commit to working in schools with high proportions of teachers on emergency-type permits. And, although we did not see the substantial one-time allocations to local educational agencies for professional development (PD), there is \$38 million in one-time funds for teacher and paraprofessional PD and \$13 million in ongoing federal funds for administrator PD. Some K-12 stakeholders were disappointed that the Assembly's push to move all career ed funding to the CDE did not come to fruition so the K-12 Strong Workforce program continues to be administered by the community colleges.

### Legislation

Below is a summary of key bills CASP is working on.

**School-Based health programs – AB 1322 (Berman)** would require the State Department of Education to, no later than July 1, 2020, establish an Office of School-Based Health Programs for the purpose of, among other things, administering health-related programs under the purview of the CDE and advising on issues related to the delivery of school-based Medi-Cal services in the state. The bill would authorize the office to form additional advisory groups and would require the CDE to make available to the office any information on other school-based dental, health, and mental health programs.

*CASP has taken a support position on AB 1322, which is currently in the State Senate.*

**Mental Health Staffing - AB 8 (Chu)** would require, on or before December 31, 2024, a school of a school district or county office of education and a charter school to have at least one mental health professional, as defined, for every 600 pupils generally accessible to pupils on campus during school hours. The bill would require, on or before December 31, 2024, a school of a school district or county office of education and a charter school with fewer than 600

pupils to have at least one mental health professional generally accessible to pupils on campus during school hours, to employ at least one mental health professional to serve multiple schools, or to enter into a memorandum of understanding with a county agency or community-based organization for at least one mental health professional employed by the agency or organization to provide services to pupils.

*CASP has been actively working with Assembly Member Chu's office to address concerns regarding a one size fits all approach to mental health services and staffing in school districts. A group of mental health agencies has offered new amendments to this bill, which is now a two-year bill. It will be taken up again in the next Legislative session, which begins in January.*

**Prop 63 and Medi-Cal services** - In addition to the key proposal highlighted above, there are a number of bills that are focusing on mental health services offered through Proposition 63 and the Mental Health Services Act and educationally related mental health services that are offered through the federal Medi-Cal program Early and Periodic Screening, Diagnosis, and Treatment program (EPSDT). One key bill focusing on EPSDT is **AB 1546 (Kiley/O'Donnell)**, which allows local education agencies to provide mental health services for Medi-Cal eligible students under the federal EPSDT. EPSDT mental health services are Medi-Cal services that correct or improve mental health problems that have been determined by a physician, psychologist, counselor, social worker or other health or social services provider. This bill has been designated as a 2-year bill.

**SB 12 (Beall)** which would use Prop 63 dollars to fund the new program, establishes the Integrated Youth Mental Health Program (IYMHP) with the objective of establishing throughout California, centers that provide integrated mental health, substance use, physical health, social support, and other services for youths 12-25 years of age, and their families. Requires, the Mental Health Services Oversight and Accountability Commission to administer the IYMHP and provide funding to qualified entities. This bill is currently in the State Assembly.

*CASP will continue to monitor these bills as they move through the legislative process.*



# News from Your NASP Delegate

By **Maureen Schroeder**, NCSP, CA Delegate to NASP

Happy summer! As the school year comes to a close, I thank you for doing all you can to help children and youth thrive. I hope you'll take with you some good memories from this past academic year.

As the NASP membership year also ends, I ask you to come back to NASP — renew your membership to get back your connection to the NASP community and timely benefits. Use NASP to lighten your daily workload.

Summer break is a great time to explore your professional interests and expand professional capacity. There are many NASP events and happenings that I want to share with you.

Mentor this summer. NASP is seeking mentors in all 50 states. Connect with graduating students and early career practitioners seeking professional support before they start the next school year. Together, mentor and mentee determine how and when to meet. Sign up in the Find-a-Mentor program (<http://www.nasponline.org/mentorprogram>), and enjoy giving back!

New for your toolkit: Guidance for Measuring and Using School Climate Data for the purposes of creating safe, supportive learning environments for all students. Learn more at <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/systems-level-prevention/guidance-for-measuring-and-using-school-climate-data>

Excellence in School Psychological Services Recognition Program. Just launched, this program celebrates school districts working to implement the NASP Practice Model. Apply by September 30. Learn more at [https://www.nasponline.org/standards-and-certification/nasp-practice-model/excellence-in-school-psychological-services-\(esps\)-recognition-program](https://www.nasponline.org/standards-and-certification/nasp-practice-model/excellence-in-school-psychological-services-(esps)-recognition-program)

New CPD available. Get ahead this summer on your CPD with the 2019 Annual Convention sessions in the Online



**Maureen Schroeder**

Learning Center (OLC). Explore 100+ additional sessions available for purchase: <https://nasp.inreachce.com/SearchResults?searchType=1&category=6c2a6b6c-f108-4eba-bf55-66f49079dfc1>

In support of LGBTQ Pride Month in June, visit the NASP LGBTQ Community at <https://communities.nasponline.org/communities/community-home?CommunityKey=416078c2-5972-49b7-a5e4-939b1e866629> and find recommendations on additional helpful resources and websites including:

- Welcoming Schools—<http://www.welcomingschools.org>
- The Family Acceptance Project—<https://familyproject.sfsu.edu>
- <http://www.genderspectrum.org>

Did you know that as a NASP member, you can join specific Interest Groups in the Communities? This month I introduce you to the Social Justice and Retirement IGs:

- Social justice is both a process and a goal that requires action. Join this interest group to discuss how to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Subscribers also learn how to promote non-discriminatory practices and the empowerment of families and communities. School psychologists enact social justice through culturally responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children and youth. Learn more at: <https://communities.nasponline.org/communities/community-home?communitykey=56d9ee9b-d26b-4c58-b646-35e585263371&tab=groupdetails>
- Retirement Interest Group: If you've retired from full-time work as a school psychologist or are considering retirement, join this interest group. Learn what your colleagues are doing in retirement, discuss the variety of employment and volunteer opportunities available to retired SPs, and have fun socializing: <https://communities.nasponline.org/communities/community-home?communitykey=b8ceaf5d-997d-49d2-b92e-221977ea351b&tab=groupdetails>

It has been a pleasure serving as your NASP Delegate this year. I wish you a wonderful summer break!

Like **NASP** on **Facebook**, follow the organization on **Twitter** and **Instagram**, and use **#NASPadvocates**.

## Affiliate Updates

### Elk Grove Regional Association of School Psychology:

EGRASP has some of its 2019-2020 workshop calendar planned. Put these dates on your calendar now!

- Dr. Melissa Holland will present CBT/Solution Focused School Based Counseling, August 19, 8:30am–3:30pm.
- Dr. James Hiramoto will present Legally Defensible ID Assessments, October 4, 8:30am–12:30pm.
- Dr. Steven Feifer will present Neuropsychology of Stress and Trauma/FAR, October 21, 8:30am–3:30pm.

All three workshops, which are free for EGRASP members and just \$20 for CEUs, will be held at the Elk Grove Unified School District board room in the Robert L. Trigg Education Center, located at 9510 Elk Grove Florin Road in Elk Grove.

For more information, contact CASP Region X Representative Armando Fernandez at [afernaac@egusd.net](mailto:afernaac@egusd.net) or visit <http://www.egrasp.org>.

### Nel Romo New Affiliate Representative:

Nelarie “Nel” Romo, president of the Stanislaus County Association of School Psychologists, was selected to fill the Affiliate Representative position on the CASP Board of Directors.

Romo will serve as the liaison between CASP's affiliates and the Board of Directors. She will plan the annual Affiliate Leadership Day held each January in Sacramento and the annual convention meeting, assist affiliates with association management, consult with the affiliates on topics of importance to their regions, and work closely with the Region Representatives on affiliate development, membership, and functions.

“The needs of each affiliate vary with demographic, location, regional practices, and member support. I am excited for the opportunity to help them navigate these struggles,” Romo wrote in her application. “As Affiliate Representative, I will work hard to provide resources and support to the affiliates and region representatives.”



**Nel Romo**





# "Larry P." Makes the News 40 Years After First Ruling

It started with a phone call from a reporter from KALW, a public radio station in the San Francisco Bay Area. Lee Romney had been covering the San Francisco Unified School District and how African American students navigate the special education system.

Someone told her about Larry P. vs. Riles. Romney called CASP to get more information and figure out what that was all about.

Then she found "Larry P." and his story became part of a series on special education and the African American community called "Learning While Black: The Fight for Equity in San Francisco Schools." National Public Radio's RadioLab program also picked up on the controversy over California's ban on IQ testing of African American students, which has become the legacy of the court case.

Darryl Lester, who lives in Tacoma, WA, didn't know he was Larry P. He just remembered being placed in a different classroom while living in San Francisco and not learning

much. Lester, Romney and parents from the San Francisco area and Long Beach will be featured speakers at a special session at CASP Convention 2019.


"Parents Share What Helps and Hinders the Achievement and Success of African American Students in Public Education" will be held on Thursday, October 24, from 12:00 p.m. – 5:00 p.m. This interactive session will include lunch and four hours of CEUs will be available for BBS licensees and NCSPs. This is an opportunity to discuss the limits placed on school psychologists while assessing African American students and what supports parents need to ensure that shared goals are achieved – that their students are educated in a safe learning environment.

The Association of Black Psychologists (ABPsi) President Dr. Theopia Jackson will start this special session with a look at disproportionality in California schools. ABPsi has been involved in the Larry P. case

from the beginning. Romney will then speak with Lester to discuss how being placed in an "Educable Mentally Retarded" classroom affected his life. A panel of African American parents will discuss their experiences with special education, which will be followed by small group discussions.

Expected outcomes are:

- Attendees, school psychologists in particular, can learn how to better position themselves as allies and advocates for African-American students and families.
- Opening of communication between families and school psychologists, administrators, ABPsi, CASP and statewide education leaders.
- New understanding in the education community of the role and commitment of school psychologists in advocating for all students
- New understanding on the part of the education community of the needs of African American families in the public school system.

Bring your PPS team to this exciting event! Register at <https://event.casponline.org>. 



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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.

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