



California Association of School Psychologists

ANNUAL REPORT

— 2020-2021 —

About CASP



Vision Statement

The Vision of the California Association of School Psychologists is to foster the social, emotional and academic wellbeing of all students by collaborating with families, school staff, and the community to ensure that students are educated in schools that support equity, access, and respect for all.

Mission Statement

The CASP mission is 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.

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President's Message



What an extraordinary year! When I began my term as President in July 2020, the world was in the throes of the COVID-19 pandemic and racial upheavals. We were uncertain about school openings, Convention, and what the road ahead would look like. When deciding on a theme for the 2020 Convention (in 2019), I did not realize how prescient “Unmasking the Potential of All Students” would turn out to be. The pandemic lifted the veil masking numerous inequities faced by many of our students, exposing the gaps in our system and how we must work together to fill them.

I am proud to say that CASP answered this call to action and persevered in meeting such unprecedented challenges. We pivoted and actively created resources to help our members serve their students and school communities. These challenging times also provided us the opportunity to grow. We were able to strengthen our connections— with our board, affiliates, staff, partners, and members.

Most importantly, CASP built stronger connections with California Department of Education (CDE) and the state legislature. If you're not at the table, you're on the table – this year CASP was at the table more than ever before. We were invited as leaders and experts in the field to discuss mental health and education. We participated in podcasts, interviews, webinars, roundtable discussions, and professional developments.

When the pandemic began, State Superintendent of Public Instruction, Tony Thurmond, recognized the need to convene school and community mental health providers in one group. Superintendent Thurmond organized a group including Surgeon General Nadine Burke, Pupil Personnel Services (PPS) credentialed

providers, and community-based organizations to coordinate student mental health services. With three representatives in the group, CASP shared the unique position of school psychologists in several meetings throughout the year. We are participating in conversations and leading the change we want to see in the world with our collaborations with local districts and state government agencies.

CASP also built stronger relationships with our fellow PPS associations. We collaborated with the School Counselors and School Social Workers' Associations to develop [Fostering the Whole Child: A Guide to School Based Mental Health Services](#). Our goal was to help administrators get a better understanding of the PPS roles in schools. I also had the pleasure of being on two panels with the Presidents of the School Social Workers and Counselors Associations, focusing on the guide. For the first time ever, the three associations also published a joint position statement ([School-based Mental Health: School and Community Partnerships](#)).

Early in the pandemic, the Mental Health Services Oversight and Accountability Commission released its report: [Every Young Heart and Mind: School as Centers of Wellness](#). We successfully advocated for the final report to include more information on PPS providers, as the original draft mentioned us minimally.

We worked hard this year to pivot to virtual learning. Our first virtual Convention was a success with over 1,000 attendees and a record number of CEU/CPD certificates issued. Of course, we would have preferred to see everyone in person, but we made the best of the situation. We are grateful to our members, attendees, and presenters for their flexibility as we transitioned

to the virtual platform. Outside Convention, our Professional Development Committee, with our Committee Chairs and Specialists, also hosted several virtual couch chats and webinars.

In a final extraordinary first for CASP, our membership voted to extend my term as President for an additional year, to provide consistency throughout the pandemic. I can't wait to do this together, again - let's do it!





Region II: GREATER BAY AREA

Representing the counties of Alameda, Contra Costa, Monterey, San Benito, San Francisco, San Mateo, Santa Clara, and Santa Cruz.

Despite the struggles of COVID-19 school closures and the inability to host in-person events, Region II's affiliates continued to gain members and provide numerous well attended online trainings.

Santa Clara County Association of School Psychologists (SCCASP) provided eight different online trainings and held over 150 active members. Upcoming trainings include Avoiding Burnout (12/21), Supporting Executive Skills (1/22), and Using PASS Theory for PSW (4/22).

Bay Area Association of School Psychologists (BAASP) grew to over 60 active members and partnered with other CASP affiliates to offer six virtual trainings during the past year. BAASP provided a legal training for the post-pandemic return to school in August. Additional training opportunities will be posted via the BAASP website soon.

Author: Michael Giambona Ph. D., Region II Representative

REGION III: SAN JOAQUIN VALLEY

Representing the counties of Fresno, Kern, Kings, Inyo, Madera, Mariposa, Merced, Stanislaus, and Tulare.

Region III has two active affiliates: The Central Valley Association of School Psychologists (CVA-CASP) and The Kern Association of School Psychologists (KASP). KASP ended the 2020-2021 school year with 156 active members, and CVA-CASP had 263! They were both able to provide the following virtual trainings this past year:

- September 2020
 - Legal Update with Kathleen McDonald from the F3 Legal Firm
- October 2020
 - Legally Defensible SLD Assessment with Dr. James Hiramoto
 - Tips For Transitioning Special Needs Learners Back to School with Valerie De Fehr

- December 2020
 - LGBTQ+: Inclusive Practices and Counseling with Amy Cannava
- January 2021
 - Social/Emotional Assessment and ERMHS with Michael Hass
- February 2021
 - Dyslexia with Jana Parker
- March 2021
 - Let's Talk About Burnout with Deni Dayan
- April 2021
 - EL Assessments with Dr. Pedro Olvera
- May 2021
 - The Neuropsychology of Stress and Trauma: Trauma-Informed Schools and Assessment with Steven Feifer



Author: Cassandra Rivera, Region III Representative

REGION V: SOUTH AND EAST

Los Angeles County.

Greater Long Beach Association of School Psychologists (GLBASP) held two workshops. The first was with Carl Corbin on Legally Defensible Practices with ED Assessment, Provision of ERMHS, and COVID-19 Updates. The second was with Dr. Farzana Saleem on Addressing Social Injustice and Racial Climate Within Schools.

With the revenue generated through the workshops, GLBASP made a charitable donation to their guidance center.

Author: Jana Baker, Region V Representative

REGION VI: INLAND EMPIRE

Representing the counties of Riverside and San Bernardino.

The Riverside Association of School Psychologist (RASP) focused on three initiatives this past year: hosting guest speakers, supporting student membership, and building relationships with California legislators. In September, Carl Corbin provided a workshop on Legally Defensible Assessments and Report Writing During a COVID-19 Era, which included guidance with remote assessment. This event was tied to the RASP membership drive, which resulted in over 115 members joining. In March, Dr. Steven Feifer conducted a workshop on the Neuropsychology of Mathematics: An Introduction to FAM, which provided insight with how the brain processes mathematical information and guidance for intervention.

RASP continues to expand support for graduate students from local universities. For the first time, RASP had student liaisons from seven universities attend board meetings. They provided insight into the needs of interns, promoted workshops, and increased awareness of belonging to CASP and RASP. In April, RASP held its 2nd annual Virtual Mock Interviews for student interns. Over the course of two sessions, members of the Board of Directors simulated a group interview with 13 graduating students. They had an opportunity to answer typical questions and received feedback on ways to approach the questions, alternative ways to answer questions succinctly, and strategies for developing rapport with the interview panel. And finally, RASP surveyed local graduate students about how RASP could improve support for practicum and intern students. Common themes included high quality webinars, mentorship, establishing a network for practicum and intern students, in-person assessment practices, and report writing.

The RASP Board of Directors initiated for the first time a meet and greet with the staff of two state senators and two Assembly members representing the Inland Empire. This was an opportunity for outlining the role of the school psychologist as a full-service provider, advocating on behalf of the need for mental health services, and discussing current and future legislation that CASP supports. Each meeting ended with RASP's commitment to continue developing a relationship with each legislator in support of the students in their local community.

Author: Richard J Kleindienst, PhD, Region VI Representative

REGION VII: WAY SOUTH REGION

Representing the counties of Imperial and San Diego.

The 2020-2021 school year saw San Diego County Association of School Psychologists (SANDCASAP) make the shift, along with the rest of the world, to a virtual space. Despite the challenges of COVID-19, they continued to offer professional development, social gatherings, and an online job fair. The SANDCASAP Board of Directors approved updates to the mission statement and board policies to reflect a commitment to social justice, equity, and inclusion. SANDCASAP hosted four workshops on topics ranging from dyslexia, identifying emotional disturbance, educationally related mental health services, and anxiety and depression in the age of COVID-19. Membership continued to thrive, and thanks to the use of online platforms, many more people from outside of the region were able to access and participate in events.

Due to the lower overhead costs, SANDCASAP experienced a surplus of funds this year and the Board of Directors voted to make charitable contributions to local nonprofit organizations based on member nominations. Additionally, SANDCASAP donated funds to CASP.

To wrap up the year, SANDCASAP held their annual end-of-the-year event, where they honored fellow colleagues and school psychologist graduate students. We congratulate Sherri Wexler, recipient of the Outstanding School Psychologist Award, and Ruben Sanchez, recipient of the Ross Zatlin Mentorship Award. Additionally, SANDCASAP awarded the Dr. Valerie Cook-Morales Scholarship to Shafiq Nashashibi.

SANDCASAP held board member elections in May and is excited to welcome Dorothy Guintier as President and Heather Lutz as President-Elect for the 2021-2022 school year, along with the rest of the newly elected board: Kathy Pawlukiewicz, Past-President; Adrienne Garcia, Secretary; Rodrigo Enciso, Treasurer; and Members At-Large: Jenny Dowlan-Steen, Jarrett Clifton, Celeste Garcia, Linda Breslin, Janet Coover, Melissa Martin, Cheyenne Sanford, and Andrea Lacuesta.

Author: Kristin Singh, Region VII Representative



REGION IX: ORANGE COUNTY

January 2021 was the first time Orange County Association of School Psychologists (OCASP) held their Annual Student Workshop as a virtual presentation, and it was quite a success. The annual Student Workshop was opened to students and interns across the state.

The workshop discussed next steps in their future careers; from what to expect in their training to how to apply and interview for the job. Additionally, Special Education Local Plan Area (SELPA) Directors from Greater Anaheim, Irvine, and Saddleback were able to join as panel members to answer questions and provide further guidance to students.

In Spring, OCASP was joined by Jenny Ponzuric to present on “Cross Battery Assessment & Dyslexia.” School Psychologists and practitioners across the state also joined this highly sought-after presentation.

Author: Giniena Tan, Region IX Representative

REGION X: SACRAMENTO VALLEY

Representing the counties of Alpine, Amador, Butte, Calaveras, Colusa, El Dorado, Glenn, Lassen, Modoc, Mono, Nevada, Placer, Plumas, Sacramento, San Joaquin, Shasta, Sierra, Siskiyou, Solano, Sutter, Tehama, Tuolumne, Yolo, and Yuba.

The 2020 – 2021 school year was a unique one. Most of the year was conducted over distance learning, so everyone had to adapt to a whole new way of doing things! The Elk Grove Regional Association of School Psychologists (EGRASP) also spent the year adapting to an alternative way of conducting workshops. To meet the challenge and make things easier for our members, we did not charge for affiliate membership. All of our workshops were free and members only paid if they desired CEUs. The three main workshops we held virtually were Digital Assessments by our friends at WPS, Neuropsychology of Written Language by Dr. Feifer, and Suicide Prevention by Dr. Brock. EGRASP also sponsored a virtual booth during the CASP Spring Institute!

Author: Armando Fernandez MS, L.E.P, Region X Representative

Financials



Although challenged by the inability to hold in-person events, CASP was able to end the year in a strong financial position. A combination of cost-cutting measures, a successful virtual Convention, and significant Covid-19 relief funds contributed to this position. Most Covid-19 funds were received late in the fiscal year under the CARES-2 act. Specifically, CASP received a (now forgiven) Paycheck Protection Program loan of \$47,557; a \$25,000 employee retention tax credit; a \$15,000 relief grant from the State of California; and a repayable \$149,900 economic injury

disaster loan.

I hereby certify that I am an authorized officer of the Association and that the following financial reports were prepared without audit from the books and records of the Association.

Amy Balmanno, Secretary/Treasurer

Statement of Activities

Income	
Membership	\$220,108
Events	\$222,060
Publications	\$24,311
Other Income	\$316,642
<i>Total Income</i>	\$783,121
Expenses	
Board and Committees	\$745
Advocacy	\$24,567
Events	\$21,301
Communications	\$17,215
Information Technology	\$4,545
Administration	\$121,526
Personnel	\$222,244
<i>Total Expenses</i>	\$412,142
Net Income	\$370,980

Balance Sheet

Assets	
Checking / Savings	\$657,391
Accounts Receivable	-\$3,661
Other Current Assets	\$25,760
Total Current Assets	\$679,491
Fixed Assets	\$2,913
<i>Total Assets</i>	\$682,404
Liabilities & Equity	
Accounts Payable	\$356
Other Current Liabilities	\$120,767
Total Current Liabilities	\$125,753
Long Term Liabilities	\$149,900
Unrestricted Net Assets	\$185,875
Net Incomes	\$220,875
<i>Total Liabilities & Equity</i>	\$682,404

Committees and Specialists



Charter and Alternative Settings Committee

During the 2020-2021 school year, the Charter and Alternative Settings Committee met four times (December, February, April, and June). During those sessions, we developed short and long-term goals for our committee, and worked to make those goals a reality. Our goals that were developed included:

Short-Term Goals (things we could feasibly do within the current school year):

- CASP connecting with El Dorado County Department of Education (EDCOE) Charter Special Education Local Plan Area (SELPA) to support psychologists
- Obtain/Create List of NPS that charters can use.
- Collaborate with Legislative Committee to develop an advocacy program for charters.

Long-Term Goals (things we could feasibly do over the next 2-3 years):

- Provide a CASP training to charter organizations where we cover the role of school psychologists, tools, and best practices.

Accomplishments of the committee included the following:

- Connected with a program specialist at EDCOE SELPA, who shared resources on non-public and residential treatment centers and upcoming trainings to support charter psychologists.
- Met with the CASP Legislative Committee Chair to discuss how the Charter Committee can stay connected re: advocacy for charter schools. I have attended Legislative Committee meetings to stay up to date on relevant bills and share information with our committee.
- Touched base with the CASP Membership Committee to discuss recruitment of charter school and alternative settings psychologists.
- Linked up with the California Charter School Association (CCSA) to discuss partnerships between CCSA and CASP and develop a relationship to support psychologists in charter and alternative settings. Gina Plate, their Special Education Vice President, attended one of our committee meetings to discuss federal and state funding and

how this impacts charter management. It was very informative.

Author: Katie Petterson, Charter and Alternative Settings Committee Chair

Communications Committee

CASP Communications Committee 2020-21 Actions

Co-Chairs: Doug Siembieda and Barbara D’Incau

Mission:

- Promote School Psychologists as the mental health professionals in the educational setting.
- Promote School Psychologists as the professional leaders on district’s Multi-Tiered System of Supports (MTSS) development (RtI2, PBIS, SEL/MH), tiered interventions, and data assessment systems.
- Educate staff/community about our skill set as mental health providers, legal obligations in job description.
- Educate on the benefits of counseling for staff and students.
- Promote culture of advocacy for the profession.
- Advocate for graduate programs to emphasize mental health counseling skills and role as mental health providers.

Activities:

Co-chairs developed position statements and announcements for CASP members:

- Researched and wrote a CASP Position Statement: “Countering Acts of Violence and Hate Speech Toward Asian Americans”, with links to CASP, National Association of School Psychologists (NASP) and other documents to assist school psychologists in supporting and protecting Asian American students.
- Addressed systemic racism and drafted a statement for members on the Black Lives Matter movement and provided resources to help students and educators process feelings and personal experiences related to the deaths of George Floyd, Breonna Taylor, Ahmaud Arbery, and others, as well as links to resources such as “Talking to Children About Violence.”

- Requirements related to COVID-19 status and Center for Disease Control recommendations for students and schools.
- Developed communications to members regarding one-time federal to state COVID-19 funding to Local Education Agencies (LEAs) so that school psychologists could advocate strongly to district administration and school boards to provide and sustain funding for:
 - Student mental health
 - Trauma-informed care for students and staff
 - Need for increased hiring of school psychologists to respond to the significant increase in student mental health issues
 - Outreach to staff, parents, and the community
 - Restorative justice practices to promote equity and students' psychological safety
- Our statement and continued commitment to CASP members is:

“CASP’s guiding vision is to foster the social, emotional and academic wellbeing of all students and to ensure that students are educated in schools that support equity, access, and respect for all. We know that our vision cannot be fully realized while Black, Brown, Asian, LGBTQ and other marginalized children suffer from continued inequity and racial trauma.

So, we make a promise to listen, to honor the wisdom of our communities of color and minority youth of California, to stand for justice, and to support the healing that must occur. We must confront inequity and stand in solidarity with those who are struggling for justice and peace.”

Author: Barbara D’Incau & Doug Siembieda, Co-Chairs of Communications Committee

Contemporary School Psychology (CSP)

Despite the pandemic, 2020 was a big year for Contemporary School Psychology (CSP). We published 76 articles across four issues on a wide range of topics. These included a special issue on “Addressing Aggression and Violence in Diverse School Settings,” guest-edited by Steve Brock and Mellissa Holland of Sacramento State University. In 2021, we published special issues or sections on “Critical Training Topics Series: Meeting the Needs of a Diverse Nation,” [“The Fortieth Anniversary of Larry P. V. Riles: Cognitive Assessment and Black Children,”](#) and “School Psychology and COVID-19.”

With over 92,000 downloads in 2020, CSP continues to be an essential source of scholarly knowledge for practitioners and academics in California, the nation, and, increasingly, the world.

At the end of 2023, CASP’s contract with Springer Publications will be up for renewal. At the same time, I will step down as Editor-in-Chief. CASP will begin searching for a new Editor-in-Chief in the spring of 2022 and, by the fall of 2022, will have decided to either renew our contract with Springer or seek out another publisher.

Author: Michael Hass, Editor in Chief of *Contemporary School Psychology*

Ethics Committee

The CASP Ethics Committee has been working on a variety of projects for CASP members. The committee first fully revised the Code of Ethics and had it approved by the Board of Directors in Spring 2020, shortly after the initial COVID-19 shutdown commenced. This led to a whole new world with questions around telehealth and assessment, so the team once again worked to update the Code of Ethics to reflect our ever-changing times. This will be presented to the Board in October for approval.

Our second project was the writing of two articles for *CASP Today*, including “Ethics in a Time of COVID-19 Tele-Counseling” (Tom Sopp and Kristin Makena), and “Ethics in a COVID World” (Kristin Makena). During this time, we experienced a host of ethical dilemmas brought about by our entry into distance learning. These articles highlighted some of the issues School Psychologists and LEPs faced during this time and presented guidance for moving forward amongst all the changes brought about by the pandemic.

Finally, we created the Ethics for Graduate Students training at the CASP 2021 Spring Institute and continued with the Ethics for School Psychologists Training as well. The Ethics Committee continues to field questions from CASP members in an ongoing effort to support their work in ethical and legal ways to ensure students in California have the best support we can provide.

We would like to thank the following committee members and contributors for their work to support CASP and the Ethics Committee:

Ethics/ Professional Standards Specialist: Kristin Makena
Ethics Committee Members and Contributors: Amy

Balmanno, Wendell Callahan, Mike Giambona, Chris Jones, Annie Ovanessian, Jenny Ponzuric, Wilda Laija Rodriquez, Kristin Singh, Tom Sopp, and Melissa Wood
Author: Kristin Makena, Specialist, Ethics/ Professional Standards

Mental Health Committee

2020-2021 CASP Mental Health Committee

The CASP Mental Health Committee responded to the COVID-19 pandemic's effects on California's students and school systems by accomplishing quite a few things this year. These activities included writing CASP position papers and articles for *CASP Today*, presenting a variety of webinars (via CASPCON, Spring Institute, Association of California School Administrators (ACSA), CASP Legislative Action Day, Los Angeles County Office of Education (LACOE), California Department of Education's (CDE's) Project Cal-Well, Stanislaus COE, and California State University, Sacramento), hosting a coffee chat for the Los Angeles COE, participating in CDE's workgroups, providing input on Medical Health Operation Area Coordinator (MHOAC) items regarding youth mental health and school psychologists as mental health professionals, and collaborating on proposed mental health bills.

Members: Melissa Wood, Sue Coats, Tom Sopp, Nelarie Romo, Meagan O'Malley, Stephanie Murray, Michael Hass, Armando Fernandez, Michael Giambona.

Joint Projects:

- CASC, CASW, CASP – "School-Based Mental Health: School and Community Partnerships"
- CASC, CASW, CASP – "Fostering the Whole Child A GUIDE TO SCHOOL-BASED MENTAL HEALTH PROFESSIONALS"

Coffee Chats/Webinars:

- 2020 CASPCON: Can You Monitor All Students' Social Emotional Wellness?
- Baldwin Park USD Mental Health Virtual Wellness Fair: Resilience Webinar
- Cal State University, Sacramento, school psychology interns, webinar presentation on MH MTSS Framework, SEL, and Universal Screening
- Cal State University, Sacramento's The Road To Resilience Conference: A MTSS Model of CoVitality Implementation
- CASP & LACOE: Let it Go: Defrost this Winter Break with Self-Care

- CASP & LACOE: Welcome Back! Now What?
- CASP & LACOE Coffee Chat: Q and A Regarding CASP's Resource Paper-School Psychology Practices during COVID
- CASP Fall Convention & ACSA Every Child Counts Conference: Educationally Related Mental Health Services (ERMHS)- Advocacy, Legal, & Practical Perspectives
- CASP Legislative Action Day: CASP Mental Health & Wellness Advocacy Planning
- CASP Spring Institute: Welcome Back! Now What?
- CDE Project Cal-Well: A MTSS Model of CoVitality Implementation
- Stanislaus COE: A MTSS Model of CoVitality Implementation

CASP Member Meetings/Involvement:

- 2020-2021 CDE Student Mental Health Policy Workgroup, quarterly meetings
- 2020-2021 CDE Suicide Prevention Committee, bi-monthly meetings
- CASP Legislative Committee, reading and input on proposed California MH bills
- CASP Mental Health & Wellness Committee (Co-chair), monthly meetings
- MHOAC Hearings and Every Heart and Mind: Schools as Centers of Wellness reading/input
- MTSS Committee & Emergency/Natural Disasters meeting
- NASP 2021 Virtual Regional Leadership Meeting (RLM)
- SB 699 Consultation
- SB 75 Workgroup

CASP Today:

- Book review: "Permission to Feel: Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive"
- "May Mental Health Awareness and BOE Resolutions" article

Submitted by: Dr. Sue Coates, LEP and Tom Sopp – Co-Chairs, Mental Health Committee

Legislative Committee

The Legislative Committee had a busy year developing partnerships and reviewing bills that impact school psychologists, the profession, and the students and

families we serve. The committee held Legislative Action Day (LAD) in April 2021. Several committee chairs and members also presented during LAD to a variety of participants. Topics range from advocacy to public finance and mental health advocacy.

The committee reviewed and analyzed over 50 bills in a variety of areas including special education, student health & wellness, school safety, pupil discipline, and school start time. Many of the bills that were reviewed resulted in CASP taking a 'support' position.

The committee also reviewed major items that were included in the Children & Youth Behavioral Health Initiative from the California Health & Human Services Agency. This initiative included many items related to student mental health needs including medical benefits and a school behavioral health workforce.

The committee also reviewed and changed our organization's legislative platform and made recommendations to the Board of Directors for adoption. CASP has established the following critical priority areas for 2021-2022.

- Ensure appropriate psychological, social-emotional, and mental health services in the school setting, including universal school-wide prevention and education such as Positive Behavior Intervention and Supports (PBIS) and MTSS for students in need of academic, behavioral, and social-emotional interventions and that these supports are provided by appropriately qualified school-based mental health practitioners.
- Ensure adequate funding for K-12 education, special education and related services, and evidence-based interventions that prepare students for their own path in life including college and career readiness.
- Achieve equity and access to high quality educational programs for all students; reduce disproportionality in discipline practices and special education identification and placement.
- Expand access to quality early childhood education programs for California's young children and families.
- Reduce the shortage of school psychologists by increasing school psychology graduate programs and reducing barriers to out of state school psychology interns.

The committee also participated in two legislative briefings (virtually, of course) in November 2020 and March 2021. These legislative briefings allowed our committee members as well as other stakeholders from

the California Association of School Counselors and the California Association of School Social Workers to provide information to legislative staff in Sacramento related to the needs of the students and families that we serve and how our professions help meet these needs. This was a great opportunity for CASP to inform the people who draft the legislation that impact our profession and our families.

Author: Reynaldo Vargas, Legislative and Advocacy Chair

Position Paper Committee

Our committee was hard at work providing guidance for school psychologists during this unprecedented year. In July 2020, our committee met several times to put together our first resource paper that was released in August 2020: "[School Psychology Practice during COVID Series #1 - Assessment Guidance](#)." Shortly after that paper was released, our team met again to discuss the ever-changing landscape of assessments and COVID-19. We drafted our second in the series of resource papers in October 2020: "[School Psychology Practice during COVID Series #2 - Updated Assessment Guidance & Four Specific Eligibility Areas Guidance](#)." In November 2020, a team including our Position Paper Chair, our CASP President, Jeannine Topalian, and CASP member, Ivonne Watson, were asked to present at a virtual webinar for the California Department of Education: "[Ensuring Safe Assessments for eligibility under IDEA](#)."

Social justice and systemic racism were also important issues affecting our field during this past year. Our team accepted and reviewed a paper from our Social Justice Committee in December 2020: "[Social Justice and Anti-Systemic Racism Practices](#)."

Lastly, as part of a collaboration among many committees, our Position Paper Chair and writing teams participated in several Couch Chats. These were informal virtual meetings held to help members discuss concerns about assessment, mental health, MTSS, and academic intervention during COVID-19. Although there were many challenges for both children and educators this past year, one silver lining was the ability to collaborate and network with school psychologists all over the state via virtual meetings!

Author: Danielle Christy, Committee Chair

Board of Directors



Executive Committee

President.....	Jeannine Topalian
Past President.....	Maureen Schroeder
President Elect.....	Melissa Wood
Secretary/Treasurer	Amy Balmanno

CASP Board

Affiliate Representative	Nel Romo
Region I Representative.....	Zenia Horning
Region II Representative.....	Michael Giambona
Region III Representative.....	Cassie Rivera
Region IV Representative.....	Beverly Williams
Region V Representative.....	Jana Baker
Region VI Representative.....	Richard Kleindienst
Region VII Representative	Kristin Singh
Region VIII Representative	Danielle Edwards
Region IX Representative.....	Giniena Tan
Region X Representative.....	Armando Fernandez

CASP Chairs & Specialists

Chair, Convention.....	Evelyn Miramontez
Chair, Legislative and Advocacy.....	Reynaldo Vargas
Co-Chair, Membership	Sarah Rodriguez
Co-Chair, Membership	Michele Custer
Chair, CSP Editorial Board	Michael Hass
Chair, Charter and Alternative Learning.....	Katie Pettersen
Chair, Position Papers	Danielle Christy
Co-Chair, Public Relations and Communications.....	Doug Siembieda
Co-Chair, Public Relations and Communications.....	Barbara D’Incau
Chair, Awards/Honors.....	Seble Gebremedhin
Chair, Professional Learning.....	Terri Foster
Chair, Social Justice.....	Gina Gordon Lopez
Chair, Multicultural Affairs and Diversity Issues	Leticia Zadrozny-Zelaya
Chair, MTSS.....	Deeds Gill
Specialist, LEP/Private Practice.....	Chris Jones
Specialist, Assessment.....	James Hiramoto

Co-Chair, Mental Wellness.....	Tom Sopp
Co-Chair, Mental Wellness.....	Susan Coats
Specialist, Ethics/ Professional Standards	Kristin Makena
CASP Historian.....	Christine Toleson
Student Leadership Coordinator.....	Brian Leung
Student Leadership Co-Coordinator.....	Angela Deterville
Student Leadership Representative - North	Gagan Shergill
Student Leadership Representative - Central.....	Jordan Harrison
Student Leadership Representative - South.....	Sarah Kasravi
Assistant Affiliate Representative.....	Mary Barry

Delegates/Liaisons

NASP Delegate	Maureen Schroeder
SPEC Liaison.....	Jean Ramage
Corporate Liaison	Ellen Balsys-Murphy
CTA State Liaison.....	Josie Meza Malik
ACSA Liaison	Doug Siembieda
SELPA Liaison.....	Tracy Peyton

CASP Staff

Webmaster	Josh Johnson
Education & Membership Associate	Kathy Little
Executive Director	Melanee Cottrill