Mandated Special Education Assessments During the Covid-19 Shut Down

April 9, 2020

California Association Of School Psychologists Position Paper

At this time there is a great deal of uncertainty and many questions regarding how California School Psychologists should proceed with respect to mandated Special Education assessments. Given this unprecedented situation, CASP is recommending the following answers to questions received from our membership based on Federal and State laws, regulations and best practices of the profession of school psychology.

1. Question: Should school psychologists be conducting any initial or triennial testing that has been designed and normed to be administered in person?

Answer: No. In an effort to ensure public safety, California has instituted a shelter in place order and public schools are to remain closed for the rest of this academic school year. While distance learning can and should take place, standardized testing should not. The instruments used by school psychologists (cognitive ability/intelligence tests, processing tests, neuropsychological...continued on page 11
Governor Newsom’s Executive Order Empowering Schools to Focus on COVID-19 Response and Transparency

By Andrea Ball, Ball Frost Group

The Executive order on LCAP has been issued – below is our cheat sheet and below that is the Governor’s press statement. The Executive Order is available here [PDF].

2. The LEA must adopt a written report to the community that explains the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of such closures on students and families, which shall include, at minimum, a description of how the LEA is meeting the needs of unduplicated pupils, defined consistent with Education Code section 42238.02(b)(1), during the period of school closures and the steps taken by the LEA, consistent with Paragraph 2 of Executive Order N-26-20 to: continue delivering high-quality distance learning opportunities; provide school meals in non-congregate settings; and arrange for supervision of students during ordinary school hours.

3. School districts and county boards of education submit the written report to the county superintendent of schools or the Superintendent of Public Instruction, respectively, in conjunction with submission of the adopted annual budget.
4. The deadline for a county superintendent or the Superintendent of Public Instruction to approve the LCAP pursuant to Education Code section 52070(d) and 52070.5(d) is extended until January 14, 2021.
5. The requirement to use SBE-adopted template for LCAP is waived.
6. The requirements that the governing board adopt a LCAP prior to adopting a budget and that the budget include the expenditures identified in the LCAP pursuant to Education Code section 42127(a)(2)(A); that a county superintendent of schools disapprove the budget by September 15, 2020 if the budget does not include the expenditures necessary to implement the LCAP pursuant to Education Code sections 42127(c)(3) and 42127(d)(1); and that a county superintendent of schools shall not adopt or approve a budget before the LCAP for the budget year is approved pursuant to Education Code section 42127(d)(2), are waived.
7. Districts submit written report to county superintendent; charter submits to authorizer.
8. Reports to be posted on internet home page of district or charter.
9. CDE to develop form for the report that LEAs may use for the written report.
10. Requirement to review data to be publicly reported in Dashboard local indicators is waived.
11. PE Instructional minutes waived
12. Physical performance fitness assessment waived

Call for Submissions

Our quarterly newsletter CASP Today encourages the publication of high quality and professionally relevant articles. Submissions may include articles, commentaries, book reviews, or any other writing that promotes the professional practice of school psychology. Submissions from parents, advocates, administrators, and individuals interested in working with school psychologists to improve education for all children are especially encouraged. All submissions should be sent electronically to corirm@casponline.org at least 1 month prior to the publication deadline. CASP reserves the right to determine suitability for publication and the right to edit for length. Permission shall be obtained from the author(s) to print submissions that have been substantially reduced.
A Message from the President

Keep Calm and Carry On

By Maureen Schroeder, NCSP

Where do I begin? There is no starting point; it is just what it is. As I pondered my President’s message for this issue, I have gone through lots of emotions: I am mentally tired, exhausted, and that’s normal. What we are all going through is certainly unexpected; I mean, this only happens in movies, right? We all have our ways of dealing, coping, adapting, and just being, and it’s all normal and expected. So, to keep going, I have had to find inspiration. What I have discovered is that inspiration is all around us.

For me it is in words…here are a few that I want to share:

“Keep calm and carry on,” if not, then we worry... “Worry is like a rocking chair: It gives you something to do but never gets you anywhere” (Erma Bombeck). Then worry leads to fear, but, “Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less,” (Marie Curie). So, we must look for strength from within, like in Bob Marley’s famous song, “Don’t worry ‘bout a thing, cause every little thing’s gonna be alright.” Because if you really look at it, “Things could always be better, but things could always be worse.” (Marla Gibbs). So, let us consider for a moment that there is a silver lining to all of this, and we will all have

Right now, we need to do what we can (put on our oxygen mask) to gather our strength because when it comes time to transition back, we’ll have a lot of work to do. So let us keep a positive perspective, “What lies behind us and what lies ahead of us are tiny matters compared to what lies within us” (Ralph Waldo Emerson).

Please take care of yourself, stay safe and keep healthy, because you matter.

Looking Forward: Guidance for Current Interns

By Amy Balmanno, MS, NCSP, LEP 3747, CASP Secretary/Treasurer

For students enrolled in School Psychology graduate programs at this time, the potential of not being able to complete internship hours this semester is daunting. Organizations are working together to limit the negative effects of school closures on completion of internship hours required for credential eligibility. The following guidance comes from both the National Association of School Psychologists (NASP) and the California Commission on Teacher Credentialing (CTC).

For the purposes of graduation, NASP (2020) has stated that students are still expected to complete a minimum of 1200 hours during their internship experience, particularly because many states base their credentialing requirements on that 1200-hour internship. That being said, the NASP Program Accreditation Board and the National School Psychology Certification Board have agreed to require a minimum of 800 hours in direct, field-based experiences, with a minimum of 400 hours in a school setting, and are granting programs flexibility on how the remaining hours can be obtained. For interns in districts without opportunities to engage in nontraditional school psychological services, training programs are encouraged to identify other ways students can gain necessary knowledge and skills. Possible activities may include book studies, case study reviews, webinars (like those offered by NASP, CASP, and CASP Affiliates), independent study of particular areas of competency, etc. NASP has stated that it will be up to the training programs to determine which activities are appropriate for their respective students.

The CTC (2020a) agrees that training programs must ensure that all candidates complete the required internship hours prior to recommendation for the credential and is directing commission-approved programs to work with local education agencies to ensure interns are meeting their requirements. The Pupil Personnel Services credential with specialization in School Psychology requires 1200 hours. Just as NASP is providing flexibility in how a portion of the hours are obtained, the CTC is also accepting alternatives to traditional school-based experiences. This may include hours completed through online, remote, or at alternative settings or as part of an extended school year or school day. Examples of best practices can be viewed, analyzed, and critiqued with veteran practitioners. The hours accumulated via these alternative means

continued on page 17
One of these kids didn’t try their best. 
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A Message from the Executive Director

By Melanee Cottrill

CASP is here for you.

This isn’t the message I expected to be writing this month. Of course we’re here for you! We’ve been here for you for seventy years. But now, more than ever, that’s important to hear. CASP is here for you and will be here for you throughout this turmoil. And when you’re ready to go back to school, we’ll be here helping with that too. How can we help you today?

How to Reach CASP

Our physical office is closed, but our team is working remotely and available to help you. The best way to reach us is by email. For questions about:

- Membership status or renewal: memberservices@casponline.org
- Webinars and CEUs: kathyl@casponline.org
- School psychology practice: melaneec@casponline.org

You can also call or text me anytime at (916) 715-2124.

Happy Hour

You’re not in this alone! Grab a glass of wine (or something stronger, no judgement here!) and join your fellow school psychologists for a virtual happy hour any Friday from 4-5PM. Hot topics range from cats, to IEPs, to whether anyone has actually worn real pants this week. Our Zoom meeting id is 295-191-479.

Tele-Assessment Position Paper

You asked, CASP answered! Tele-assessment is a hot topic right now. As your association, CASP has taken a stand on teleassessment during the Covid crisis in our newest position paper [PDF]. Carefully crafted to address specific questions you’ve asked, we hope this paper will provide the support you need in explaining the situation to your administration.

Telehealth Guidance Documents

Looking for best practices in conducting virtual check ins? We have that too! The Technology Checklist for School Telehealth Service [PDF] will walk you through the process of ensuring you and the student have everything needed for an appropriate telehealth session. And the PPS Guidance Document for Checking-In on Students During School Closures [PDF] will help you support all students during the global pandemic using a “check-in” model. The authors of these documents presented a webinar to further guide you – members can view the webinar for free, non-members for $25.

Covid Resources

In addition to our teleassessment and telehealth guidance, we’ve started a running (and constantly growing) list of Covid-related resources for you. Whether you’re looking for guidance on suicide prevention, ways to keep your kids busy while you work, or the latest guidance from the U.S. and California Departments of Education, we’ve got it all gathered in one convenient place for you. If you have any resources to share with your fellow school psychologists, email them to melaneec@casponline.org.

Advocacy

Having a strong voice is now more important than ever. Our team is closely following the state budget as it unfolds in the Capitol. We’ll be there to represent you and fight for your needs.

Our legislative committee and board of directors have approved positions on bills that were in progress before the pandemic; we will resume our work advocating for you on those bills when the state legislature does (for now they are only considering pandemic-related bills).

Webinars

We won’t let this pandemic stop your professional development! Our webinar library has greatly expanded recently. We’ve just added recorded webinars from our virtual spring institute and recorded sessions from our last convention in Long Beach. And if you’re interested in learning about Assessment of Dyslexia from Dr. Torgesen or getting legal updates from Carl Corbin, don’t delay – their virtual sessions will only be available until June 30.

Future Events

As you may know, our March Spring Institute was converted from an in-person event to digital – you can purchase those sessions our webinars page. Our Fall Convention is currently still planned for October 29-31 in Palm Springs. We are closely watching Governor Newsom’s orders and recommendations regarding large events and will keep you updated as we know more. If we are unable to hold a large in-person convention, we will provide alternate learning and networking opportunities in accordance with Governor Newsom’s recommendations.

Get connected with CASP!
Plan B: Alternative Activities to Meet School Psychology Fieldwork Hours

By Brian P. Leung, PhD, CASP Past President and School Psychology Program Director, Loyola Marymount University

All school psychology candidates in fieldwork (practicum or internship) during this academic year were in for a major surprise when a little-known virus was declared a pandemic early in 2020. Since February-March, COVID-19 has grabbed international attention with its fast and lethal spread jumping country borders. When it finally hit the U.S., it quickly changed everyone’s way of life starting with school closures, and what began as a “temporary” closure quickly became “permanent” closure for the rest of the school year across California!

So, you were in the process of completing your fieldwork requirements. You had a plan and a clear path to completing this clinical requirement when schools began to shut down. All your scheduled clinical experiences are no longer available, and you’re left wondering how to proceed. No doubt that the university faculty that oversee your fieldwork has been frantically developing support for you and checking with state (CCTC) and/or national (NASP/APA) accreditation agencies about expectations for fieldwork completion. Fortunately, both CCTC and NASP issued official statements giving training programs the flexibility to design alternative experiences so that candidates can complete their fieldwork, either to move on to internship or to complete their program and graduate.

While each training program is working to create support and promote ongoing learning experiences, CASP wants to provide some additional resources to help you develop these alternative experiences. Please note that all learning experiences and activities listed in this article are “suggestions” only. Whatever you end up doing must be approved by your university fieldwork faculty.

A careful search on the internet will net you growing lists of alternative activities. You may find the following three useful in particular:

1. Alternative Work Activities for School Psychologist Graduate Students Designed to be Completed Remotely: Created by Denver Public Services School Psychologist Graduate Student Coordinator, Joanna Barker, in partnership with Jennifer Gray, Field Based Supervisor, and our local Universities: University of Colorado Denver and Denver University. This list of activities is organized by NASP Domains which helps you to select activities that you may still need more hours in.

2. Arkansas State University School Psychology Program COVID-19

3. An Extensive List of Resources from UC Berkeley School Psychology program: This list contains resources that will benefit you both "professionally and personally from the information, learning activities, and insights!" This document represents the collective sharing of information by national and local professional organizations, UCB faculty members and trainers across the country, and their local partners in practice. This list will continue to grow, so please check back to see what is new! If you have information about resources that you would like to add, please email Dr. Kate Perry - kperry@berkeley.edu.

Remember that any and all alternative fieldwork experiences you engage in must be approved by your university fieldwork faculty, however, the above lists could be invaluable to help you create or recommend to your faculty about fulfilling your hours.

Last, I want to remind all of you that during this period of uncertainty with an oversaturation of news and blogs about COVID-19, it is a good opportunity to examine your own crisis coping strategies and seek to grow from your existing repertoire. Remember that adversity builds resiliency so don’t miss out! If I can be of support, please don’t hesitate to contact me: brian.leung@lmu.edu

Assembly Bill 5

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• The worker is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the work performed.

Unlike the Borello test, under AB 5, every one of these criteria must be met for a worker to be considered an independent contractor. We realize that LEPs likely do not meet each of these three criteria and may therefore be considered employees rather than contractors. This may not be the news you want to read, but there is hope.

There is a specific exemption in AB 5 that districts may interpret to include LEPs. Workers eligible for this exemption have their status determined using the old, subjective Borello test, instead of the new, prescriptive ABC test. The exemption applies to:

“A psychologist licensed by the State of California pursuant to Division 2 (commencing with Section 500) of the Business and Professions Code, performing professional or medical services provided to or by a health care entity, including an entity organized as a sole proprietorship, partnership, or professional corporation as defined in Section 13401 of the Corporations Code.”

LEPs meet the above licensing requirement but each district must determine whether its LEPs meet the remaining criteria. LEPs negotiating with districts should be sure that the district has considered this exemption in making determinations about a worker’s status.

Another, more immediate option available for LEPs is to create a corporation which the district can then hire, removing any question of the worker’s relationship status. CASP events regularly include workshops on how to do this, led by Chris Jones, the very first LEP in the state to incorporate.

Our legislative team is working on your behalf with state legislators in an attempt to gain clarification of this language in favor of LEPs. It is our hope that a future bill will specifically exempt LEPs from the ABC test imposed by AB 5.
Conducting a comprehensive psycho-educational assessment involves gathering data using a variety of methods. These include reviewing records, interviewing key informants, observing students, and administering tests or structured questionnaires. Leung (1993) used the acronym R.I.O.T. to describe this process. Leung argued that each method of gathering data had strengths and limitations. To compensate for the weaknesses of one method, it is necessary to cross-validate the findings with data gathered using a different method. School psychologists are faced with the prospect of doing some, if not all, parts of an assessment remotely rather than face-to-face. Given this, it is critical that school psychologists revisit R.I.O.T. and thoughtfully consider both what can reasonably be done and what is not realistically possible.

First, it is crucial to understand that conducting an assessment will never be the same as completing an in-person assessment. Nearly everything about the context and the process is drastically changed when the student is not sitting in the same room with us. However, remote assessment has occurred (e.g., online testing by the College Board, virtual assessment in the medical field) with varying levels of success and acceptance. So far, these efforts have been limited in scope, although virtual medical assessment is growing rapidly. Large-scale use of tele-psychoeducational assessments with k-12 students was not seriously considered until COV-19, and few school psychologists have had systematic training in conducting assessments remotely.

This article addresses only the latter, but in no way does this article imply that this is the preferred approach. Moreover, much of the considerations described are intended for working with students with mild disabilities without significant problems with attention or impulsivity, whatever the cause, that would interfere with conducting the assessment remotely. Of course, these kinds of behaviors can be problematic when conducting face-to-face assessments, but our capacity to manage them are severely limited when we are not physically present. We also assume the use of a visual platform rather than audio alone. Last, there are certain non-negotiable obstacles, that if not addressed, indicate aspects of tele-assessment will not be possible. These recommendations are discussed in the context of the four different approaches to gathering data referenced in RIOT: Record review, Interviews, Observations, and Tests.

Assessment using Records (R): Documentation of a student’s academic, health, and medical history is an important source of data. Records such as teacher comments in report cards, grades, group or district academic testing, or health records can be instrumental in establishing the pattern over time of the presence or absence of a problem. The usefulness of this historical data is dependent on the robustness of the school district’s student information system and if this data is available to a school psychologist working remotely. Of course, sometimes, this data is also not available when conducting face-to-face assessments. For example, when a student has transferred from another district and data from a prior district is not readily available.

Reviewing historical information and identifying how students arrived at their current level of functioning is also dependent on the recency of the information available. The longer a student has been out of face-to-face schooling, the more difficult it will be to be sure if records capture current functioning. If a student has been out of school for weeks or months, the school psychologist has to determine to what extent the available historical information informs the student’s current functioning. In some cases, this will be a non-negotiable obstacle for this data source. At the same time, even if records do not provide accurate information about current functioning, they may still offer insight into patterns over time that are especially important in establishing the presence of disabilities such as intellectual disabilities, autism, Attention Deficit Hyperactivity Disorder, and Specific Learning disabilities, all of which have a developmental feature.

Assessment using Interview (I): Interviews of stakeholders about their perceptions of a student’s performance were an essential source of data pre-COV-19. In the context of tele-assessment, this source of data becomes critical. Potentially, parents/caretakers, teachers, support personnel, and students themselves can be scheduled for tele-interviews. When interacting with family members or other non-school personnel, a clear explanation of the purpose and structure for the interview is important to establishing a collaborative relationship as well as gathering accurate data. When interviews are done via teleconferencing, this process might take longer, and it will be important to allow time for more questions.

An introduction such as “I will be asking you some questions about your child’s (academic/behavior/health, etc.) so that I can have a better understanding of how you see things and what your concerns are.” “Please do not hesitate to add any thoughts that come to mind even if I didn’t ask a question” can be used to set the stage for the interview and promote cooperation. When interviewing adults, it is often useful to start with an open-ended conversational prompt such as “tell me what Johnny is like as a student in our class” or “tell me about your concerns for Sally at school.” These open-ended conversational starters allow the interviewee to express their perspective, thus assuring the assessor is informed about suspected disabilities or unique needs. This open-ended interview starter can be followed by more specific questions that can clarify the concerns raised. These specific questions will depend on the purposes or goals of the interview.

These goals might include:

- Interviewing to gather background or contextual information
- Interviewing for strengths and resources
- Interviewing to establish next steps and goals
- Interviewing to establish an accurate diagnosis or classification (Hass, 2018)

In some cases, it will be helpful to send ahead of time a written document with topics or questions. These, again, will depend on the goals of the interview.

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R.I.O.T. Revisited

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If interviewing someone more comfortable being interviewed in a language other than English, an interpreter will be needed, as always. Here, the introductory remarks mentioned above become even more important. Also, similarly, briefing an interpreter before the interview about the context of the assessment and the goals of the interview are important to gathering quality information and establishing a working relationship with a parent or caretaker. Debriefing afterward to understand the interpreter’s observations and thoughts about the interview is also highly recommended.

Although psychometrically, they have more in common with tests, standardized behavior rating scales can be used in conjunction with interviews. Because many publishers of rating scales have systems that allow for them to be completed on-line, this is one aspect of the tele-assessment process that is potentially the same as face-to-face assessments. The caveat is the issue discussed above of the availability of sufficient technology and technological knowledge on the part of families to complete rating scales online using these systems.

Often school psychologists also send rating scales home to be completed by hand. This process will also not be significantly different. The recommendation, whether conducting face-to-face or tele-assessment, is that school psychologists contact the parent by phone or video to explain what the purpose and structure of what is being sent home.

Given the constraints of time and energy, especially in the context of tele-assessment, a comprehensive or broad-spectrum rating scale such as the Behavior Assessment for Children (B.A.S.C. 3; Reynolds & Kamphaus, 2015) is likely to be more useful than a narrow domain-specific rating scale. Broad-spectrum rating scales allow the gathering of data about a student’s functioning in several areas relatively quickly. It is important to remember that rating scales are not diagnostic and are best thought of as sophisticated screeners, which indicate to the assessor what areas need follow-up. Rating scales assess perceptions of children in a specific social context. There are many things about the current situation that is not typical. This does not make rating scales invalid but instead makes it even more important that the results be interpreted in context. It also means that, in the spirit of R.I.O.T., the results should also be interpreted in the context of other information, especially interview data. One of the best ways to put the information from a rating scale in context is to follow-up on the results of a rating scale via an interview. For example, you might say to a parent or teacher, “on that questionnaire you filled out, you rated Johnny very high in anxiety. For example, you said he almost always worries. Can you tell me a little more about that? What do you see that tells you he worries all the time?” (Hass, 2018).

It is also important to keep in mind that teacher information about a student’s performance in the classroom will be retrospective. This can be problematic, depending on how much time has passed since the student has been in an in-person classroom. At the same time, it does not necessarily make the results invalid as all rating scales summarize observations over time. In the context of COVID-19, all students should be at least screened for common mental health problems. The following questions can be adapted to parents, caregivers, or students of different ages. The questions start with what is called a typical day interview (Goldston & Whiteley, 1967).

1. What is a typical day for you like now? Tell me what you do first thing when you get up? Next? And then what...[the goal is to move from morning to bedtime]
2. Have you been feeling down or cranky lately?
3. What are you doing now that you enjoy, or think is fun? What have you stopped doing that you use to enjoy?
4. Have you ever thought your life was not worth living or thought about hurting yourself in some way?
5. How is your appetite? What kinds of things do you like to eat? Have you gained or lost weight lately?
6. How do you sleep? About how much do you sleep each night?
7. Do you often have trouble paying attention to details or keeping your mind on what you are doing?
8. How do you worry? More than other kids, you know? If yes, ask: Do you worry as often as every day or every other day? What do you worry about?

Lastly, tele-assessments, like face-to-face assessments, should attempt to address student’s competencies and strengths as well as their limitations. In the context of interviews, Saleebey (2008) discusses eight kinds of questions that help name and elaborate on strengths. These include: 1) perspective questions, 2) change questions, 3) meaning questions, 4) survival questions, 5) support questions, 6) possibility questions, 7) exception questions, and 8) esteem questions (p. 73). Hass (2018) also outlines a process for integrating the identification of strengths into interviews. In addition to interviews, well-validated rating scales or questionnaires such as the Social-Emotional Health Survey (O’Malley, 2020), which is available for elementary (Furlong et al., 2013) and secondary (Furlong et al., 2014) age students and can be accessed via an app on smartphones.

Assessment using Observation (O): There is no conceivable way of collecting accurate and valid observation data about classroom functioning in a tele-situation. Some observations that are typically part of a mental status assessment, such as affect, mood, and problem-solving style, may be available. However, even if possible, this data would have to be interpreted with caution and cross-validated with other data sources. Also, given the limitations of a video format, other important data such as non-verbal behaviors, e.g., nervous tapping, limited-eye contact, etc. may also not be available. These are limitations that present a non-negotiable barrier.

While typical observation data is clearly not practical, it may be possible to gather useful observational information from teachers regarding the student’s behavior during the delivery of on-line instruction. To the extent that the student is participating in such instruction activities, obtaining the teacher’s “observations” might provide additional data and context. Some questions to ask:

1. Is the student attending online class sessions? How is attendance?
2. How is the amount of work turned in compared with your expectations and other students during online instruction?
3. How is the work quality compared to grade-level expectations and other students during online instruction?
4. How would you characterize the student’s engagement during online class sessions (e.g., attentive on-screen, participating with questions & answers, etc.)? Any unusual behaviors?
Now is still a great time to renew your NASP membership and start taking advantage of all the benefits through June 30, 2021. Finish this year with access to our online communities, Communiqué and School Psychology Review, the Find-a-Mentor program, member-only discounts, and more.

As your state’s NASP delegate, I want join NASP President Leslie Paige and the Board of Directors in thanking you for everything you are doing to support your students, their families, and your schools through the COVID-19 crisis. I hope you and your loved ones are well.

I want to make sure you are aware of the many resources that NASP has been developing and posting almost daily. These are accessible in the COVID-19 Resource Center. Members have been finding the “Ask the Experts” webinars especially helpful. We currently have six webinars posted. Additionally, we recently added guidance on virtual suicide prevention, behavioral threat assessment and management, and care for the caregiver. NASP President Leslie Paige is also sharing brief video messages, which you can view here [LINK].

A few more important updates:

NASP has extended the 50% discount for sessions in the Online Learning Center until June 30 (use code NASP50) to support your continuing professional development during this time.

We are conducting a brief survey regarding how practice has changed under school closures; if you are part of the sample that receives the survey, please respond if you can. The results will be enormously helpful in our advocacy efforts and in developing new resources to help you in your practice.

I hope you are staying connected to fellow NASP members in the NASP communities. The discussions, resources, and ideas people sharing are pretty incredible. Visit our Communities page for more information.

Please be sure to follow us on social media (@nasponline; #NASPadvocates) and thank you for being a NASP member.

Stay healthy!

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**CASP 2020 Spring Update**

By Maureen Schroeder, NCSP, Regional NASP Delegate

Now is still a great time to renew your NASP membership and start taking advantage of all the benefits through June 30, 2021. Finish this year with access to our online communities, Communiqué and School Psychology Review, the Find-a-Mentor program, member-only discounts, and more.

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Stay healthy!

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**CASP Con 2020**

Unmasking the Potential of All Students

Join your fellow school psychologists for CASP 2020 Convention in sunny Palm Springs, from October 29-31, 2020. Our theme is “Unmasking the Potential of All Students,” and we’ll be hearing from presenters on mental health, psychosocial factors, risk factors, school and community involvement and child welfare.

With “Rapping Dad” Derek Clark as an inspiring keynote speaker, you are sure to leave Palm Springs feeling refreshed and motivated to continue your important work.

**October 29–31, 2020**

Renaissance Hotel, Palm Springs

[https://casponline.org/events](https://casponline.org/events)
Derek Clark is an inspiring motivational speaker and the author of *Never Limit Your Life* and the critically acclaimed *I Will Never Give Up* book series.

Derek Clark spent 13 years of his life in the Alameda County foster care system and now shares his inspiring story of resilience and redemption throughout the world. Derek Clark knows first-hand the power of attitude in coping with adversity and overcoming hardship. At five years of age, Derek’s mother and stepfather (his biological father was in prison) turned him over to the California foster care system, where he would spend the next thirteen years of his life, contending with rejection, humiliation, emotional distress and overwhelming anxiety. Yet through it all, Derek never gave up, and went from victim to victor by defying the artificial limitations imposed on him. He literally took a disadvantage in life and turned it into an advantage. His remarkable story is one of resilience and redemption, from his personal to professional life.

Having suffered brutal child abuse and abandonment, Derek was prone to severe distress and lashing out in anger. As a child he was “labeled and misdiagnosed” in almost every psychological evaluation in existence. As a helpless child, Derek was nearly institutionalized due to severe erratic behavioral problems and violent tendencies. At 6 years old, Derek was diagnosed as mentally handicapped with an IQ of a two and half year old and suffered erratic psychosis. As he developed, it became clear to his wonderful foster parents that this diagnosis was without merit.

Derek’s life mission has become helping others find the strength to Never Give Up. When Derek speaks, it is from his passionate soul. He brings along his guitar to sing the journals of his life. He believes that music is one of the purest ways to touch and communicate with the hearts of the audience. His listeners will be ignited with passion and have the courage to take action and fight their fears. He will inspire and teach you to push yourself beyond your perceived limits. He believes it all comes down to a choice and taking responsibility for the direction of your life. He is proof that you don’t have to let adversity hold you down in life; you have a fascinating and inspiring destiny awaiting you.
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tests, achievement tests, etc.), have not been normed or validated to be used under these conditions. Telehealth testing that has been validated requires a trained on-site proctor to be in the room with the student to:

1. Verify the positioning and functioning of the technological requirements;
2. Verify the ambient environmental conditions;
3. Verify confidentiality/privacy condition; and
4. Properly proctor the exam.
For further information see Rationale 1 below.

2. Question: I see online test company(s) saying their tests are reported to be reliable and valid. Should we be using these companies?
Answer: No. There are testing companies using tests that are online only, claiming to be based on a current theory of cognitive ability (Cattell-Horn-Carroll) and purporting to be reliable and valid. Upon close inspection, the cognitive abilities these tests measure are only fluid and crystallized abilities, while some other assessments appear to be designed to measure processing areas such as attention and/or processing speed. These limitations are a problem in California as their battery of online only tests would leave out several basic processing areas required under CCR 3030(b)(10) such as: visual processing, auditory processing, phonological processing, sensory-motor skills, and significant aspects of cognitive association, conceptualization and expression, therefore a comprehensive evaluation cannot be completed. For further information see Rationale 2 below.

3. Question: What can school psychologists do regarding Special Education assessments and IEP meetings in the meantime?
Answer: While a district is in shelter in place, we recommend that the school psychologist consult with district/school administrators to determine assessment priority. Some possibilities to consider:

1. Complete as much of any open signed initial and triennial assessments you are able, which may include background review, writing observations and interviews that have already been conducted, and completing reports of assessment results that have already been collected.
2. Complete triennial assessments that can be conducted as a record review per district policy and parent consent.
3. Conduct record reviews on any initial evaluation plans that were being developed (not signed) prior to the shelter in place in preparation for them being signed as soon as the policy is lifted.
4. Conduct as many initial, triennial IEP meetings as are possible until the end of the academic year per district policy on distance meetings to ensure confidentiality and informed consent. As well as continue to process 1-3.

4. Question: Everyone is just so focused on assessments and IEPs, what else can we be doing?
Answer: CASP acknowledges that catching-up with mandated assessments and IEP meetings can take precedence because they are mandated activities. However, as school psychologists we are more than just Special Education assessors. Initially, we may be called upon to help counsel staff, students, and families to help them manage continued psychological and emotional turmoil stemming from pre-crisis issues (and or exacerbated by crisis), or caused by the crisis, and to help students re-integrate into school. You also may be called to provide resources, many of which you can find on CASP’s website and NASP’s website.

During the current crisis we can revive some neglected knowledge and skills as well as take the opportunity to gain new skills and knowledge through self-study and online webinars. During online meetings with our fellow educators we can reintroduce to them the vast training and services that school psychologists can offer beyond Special Education. While attention to crisis intervention might be needed right away, the importance of and need for developing resiliency as well as crisis prevention may be more embraced. Other school-wide prevention programs may be considered, such as Positive Behavioral Interventions and Supports (PBIS) or Social Emotional Learning (SEL). School psychologists are ideal personnel to take leadership roles in these undertakings.

5. Question: What are we to do once we are allowed back in schools?
Answer: Catching up with all of these and other assessments, even with delayed timelines, will be stressful. CASP wants to remind all school psychologists that this is a good opportunity to review your assessment practices. For example, are you over-testing (i.e. can data be obtained in other ways)? Are you effectively utilizing your multi-disciplinary team members (i.e. delegating aspects of the assessment plan)? Are you able to complete collaborative report writing using online technology (i.e. learned during shelter in place)?

When a district’s shelter in place policy has been lifted and school psychologists can conduct in-person assessment with students again, we recommend that the school psychologist consult with district/school administrators to determine assessment priority. Some considerations:

1. Complete/finish any signed initial and triennial assessments.
2. Begin assessments of students whose school staff recognize there is an urgent need as soon as possible.
3. Begin assessments of students who come from outside of the district and who, based on their current IEPs, do not appear to be appropriately placed.
4. Review any initial assessment plans that were in development prior to shelter in place, including preschool transition evaluations that had been put on hold (in order of birth day - oldest child first).
5. Complete triennials in order of due date (oldest past due is first).

6. Question: What happens to timelines once schools are back in session? We are very concerned with the backlog of testing (and therefore incomplete assessments and delayed initial and triennial IEPs) and getting them done within the existing timelines. Some of us were understaffed prior to the crisis, so this will definitely exacerbate the problem.
Answer: CASP’s executive committee is also very concerned and taking this issue up within the state hierarchy. CASP is making the recommendation that during and after this pandemic (and future disasters impacting LEAs for lengthy periods of time) the authorities extend timelines. The US Department of Education has reminded us all that while they do not have the authority to change IDEA, the states have the ability to amend this section of Ed Code.
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7. Question: CDE, as part of its “Special Education Guidance for COVID-19” asks and answers the following question: “What should an LEA do if it has closed school sites due to COVID-19 and is unable to meet the obligation to have an IEP or an Individual Family Service Plan (IFSP) in effect for a child transitioning from Part C to Part B no later than the child’s third birthday?”

34 C.F.R. §§ 300.101(b) and 300.124(b) require that an IEP or IFSP is developed and is being implemented by the third birthday of a child participating in Part C programs and who will participate in Part B preschool programs. The U.S. Department of Education has previously waived or exempted this requirement. Either an IEP or IFSP must be developed and implemented by the child’s third birthday. To meet this obligation, teams may conduct meetings virtually via telephone, videoconference, or other means.

This statement from CDE implies that the assessment (testing) has to be completed because it is required that an IEP or IFSP is developed and is being implemented by the third birthday. How can we complete our testing to be able to develop and implement an IEP or IFSP by a child’s third birthday, as the COVID-19 shelter in place will go at least through the end of this academic year 2019-2020?

Answer: CASP acknowledges that a significant portion of preschool assessment includes activities that do not have to be done in person: a thorough review of records including the latest IFSP assessment report, recent health/medical reports, and other relevant service provider reports; conducting interviews and filling out questionnaires with IFSP team members and parents. However, if the assessment team feels it cannot collect meaningful data, such as in situations where direct face to face testing and observations need to be done, the preschool assessment team will have the same problem as the k-12 school psychologists in the answer to question 1. Often it is during face to face testing and observations that assessment teams are able to observe parent-child interactions and how the child interacts with their environment to inform estimations of language, pre-academic and cognitive ability, and social-emotional development.

Therefore, it is recommended that the LEA hold a transition IEP for children receiving early start services before their 3rd birthday and adopt the goals and services of the IFSP until an in-person assessment can be completed and special education eligibility can be properly determined. This ensures students are documented as being served by the district and they now have a method to keep track of them.

OSEP’s March 21, 2020 guidance titled “Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities,” provides the following:

“Initial eligibility/Individual Family Service Plan (IFSP) Under 34 C.F.R. §303.310, the initial evaluation and assessments of child and family, as well as the initial IFSP meeting, must be completed within 45 days of the lead agency receiving the referral. However, under 34 C.F.R. §303.310(a), the 45-day timeline does not apply if the family is unavailable due to “exceptional family circumstances that are documented” in the child’s early intervention (EI) records.”

“The Department [US Department of Education] has previously provided guidance to states indicating that weather or natural disasters may constitute ‘exceptional family circumstances.” The COVID-19 pandemic could be considered an “exceptional family circumstance.” Which is consistent with our answer to question 1, because these identified assessments cannot be completed.

CASP recognizes the important fact that these children have been receiving services from the Department of Developmental Services or Regional Centers before they turned three years old. Because of this, it is highly recommended that LEAs, DDS and RCs hold remote/distance IEP transition meetings with parents to discuss the continuation of IFSP services. This could lead the DDS, RC or LEA in good faith, to continue with goals and services outlined in the latest IFSP once the child turns three years old. DDS and RCs, like LEAs, are having to modify service delivery and make accommodations to provide services throughout the distance learning required by the county health department for the protection and safety of all children’s health. This continuation of IFSP service would continue until the LEA can complete the required assessment to determine eligibility for an IEP and, if found eligible, develop appropriate goals and provide service.

For LEAs that are going to be providing this service coverage, as well as providing services for their own preschool programs, The Early Childhood Technical Assistance Center has some videos on how they are providing service which give ideas for service delivery that LEAs could modify and implement for their programs.

In conclusion please remember to stay safe and take care of your physical and mental health.

California Association of School Psychologists

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Rationale 1.

Under current circumstances, even Presence Learning Inc., trained school psychologists would not be able to administer these tests as their trained proctors would not be able to attest to examinee-side conditions. “The physical and mechanical setup on the examinee’s side is extremely important. The examinee should be working on a computer with no smaller than a 15-inch screen, with a headset with a microphone and a separate mouse (not a track pad). The examinee should have a reliable, high speed internet connection (upload and download speeds of at least 500 kbps, though optimally broadband). He or she should be seated in a space that has the computer screen and mouse close enough to comfortably respond to stimuli, but also has some space for writing on the tests that require it. The examinee’s space requires two cameras. The first one must be high definition and pointed at the student’s face (this allows for connection to be developed, as well as facial behavioral observations to be observable by the examiner). The second must be a high-quality document camera that is pointed at the examinee’s writing workspace. This camera must be a high-quality document camera in order for the quality to be good enough to clearly see and score written items (such as on the Spelling test).”

“Pearson and its Q-Interactive system were designed to use technology to administer assessments, but not virtual delivery of tests that require it. The examinee’s space requires two cameras. The first one must be high definition and pointed at the student’s face (this allows for connection to be developed, as well as facial behavioral observations to be observable by the examiner). The second must be a high-quality document camera that is pointed at the examinee’s writing workspace. This camera must be a high-quality document camera in order for the quality to be good enough to clearly see and score written items (such as on the Spelling test).”

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administration of the Woodcock-Johnson IV assessments, for which online assessment is the primary focus...Presence Learning, a company that has the sole exclusive provider rights to online administration of the Woodcock-Johnson IV assessments, provides training for both the school psychologist and the aide who is in the room with the student. Presence Learning also requires the use of specific technological platforms that are HIPAA-compliant to ensure confidentiality, speed, bandwidth, pixel/clarity, and high-quality sound. Other companies provide less guidance and training.” From “Considerations for Delivery of School Psychological Telehealth Services” National Association of School Psychologists and echoed in Table 1. Specific Telepractice Considerations by WISC–V Subtest from Pearson.

Also, Pearson informs, “During the COVID-19 pandemic, however, the only facilitator available may be someone in the examinee’s home. If using an onsite facilitator who is not in a professional role (e.g., parent/guardian), the examiner should use their professional judgment about the capacity of the facilitator to perform the required functions correctly and without interfering in the testing session.” This exercise of professional judgment places the school psychologist in the inappropriate position of having to evaluate not only the parent’s level of competence with technology from a distance, but the parent’s ethics as well (e.g. will this parent be able to stop themselves from helping their child who is struggling with an answer). “If the onsite facilitator is a parent/guardian, follow the guidelines outlined in the administration and scoring manual regarding the presence of a parent or guardian in the room to ensure adherence to standard administration procedures. As specified in the manual [“As a rule, no one other than you and the child should be in the room during testing. Try to administer the test to the child without an accompanying adult (e.g., parent or guardian) present. Some children may be accustomed to being alone with a stranger and may be fearful or shy. On rare occasions, and at your discretion, an accompanying adult may be permitted in the room to facilitate testing. Advise him or her to sit quietly (preferably reading) in the background and out of the child’s view. Instruct the accompanying adult to remain silent throughout the test and to refrain from urging the child and from repeating or rewording any questions. If necessary, assure the parent or guardian that you will meet with him or her after testing to answer questions and to discuss the child’s performance.” page 21 of WISC-V Administration and Scoring Manual], it is very rare that the parent/guardian stays in the room during testing.” Given the current physical restrictions, there is no way for a school psychologist to be certain that “The parent/guardian may only make audiovisual adjustments and, if deemed appropriate, manage response booklets,” or be able to ensure, “The onsite facilitator can play an even more limited role without managing response booklets if necessary. For example, the facilitator may operate audiovisual equipment only.”

References
Assessment using Tests (T): When testing a student remotely, a clear partnership with parents or caretakers is important to ensure an acceptable testing environment. It is vital that parent or caretaker understand the importance of the following two issues:

- **Technology.** Appropriate technology (web-camera, devices, microphone, WiFi) must be available. Adults at home can help with the camera angle, adequate screen size and bandwidth, needed support for sensory impairment. Low-quality equipment will compromise the assessor’s ability to gain accurate information. It is highly recommended to test the equipment before starting. Without functional technology, valid testing is not possible.

- **Location for testing.** A quiet and private (absence of other children and adults) space for testing must be available. Without an appropriate physical environment, valid testing is not possible.

The dilemma school psychologists must face is that this level of technology and often even a quiet space is not available to many families. This lack of the availability of resources runs the risk of exacerbating many of the inequities we grapple with in providing services to working-class and low-income families.

Consideration for the actual testing interaction are:

- **Relationship building:** The importance of establishing a working alliance with students so that they feel comfortable, confident, and cooperative with the assessment process is crucial to obtaining valid results. In a tele-situation, the time spent to build this rapport may take longer and will even more important. It will be essential to take the time to discuss with students how they are spending their time, especially if they are spending most, if not all of their time at home. As we discussed in the interview section, it is important to screen for potential mental health problems, even if these are not directly related to the stated reason for the assessment.

- **Explaining testing procedures:** Typically, school psychologists will introduce an assessment by stating something like, “I am going to ask you to do some activities, answer some questions so that I can learn more about what you’re good
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at and some areas where you might need support.” In a tele-situation, explaining the testing process (especially for initial assessment and younger students) must be a more extended conversation. It may involve demonstrating test materials to increase understanding.

- In addition to explaining to testing procedures to students, it is also essential to explain to parents that the most accurate results come when their children are allowed to answer without any attempt on the parent’s part to help or coach them. It might be useful to adapt assessment plans to contain phrasing similar to the following:

  - “I understand that the procedures used in teleassessment require a quiet location where my child can work with the examiner without interruption from family members. I also understand that the goal of this evaluation is to gather accurate information about my child’s independent functioning. I understand that these results will be less accurate and potentially invalid if I attempt to assist them or comment on their performance while they are being assessed.”

- Test selection: There are two types of test instruments used by school psychologists to collect data:
  - Norm-referenced standardized tests:
    - In a tele-situation, verbal test items are possible to administer. However, as no tests have been normed with this tele-assessment in mind, results will be compromised. This is true even for Q-Global instruments, which use iPads but assume close physical proximity. Non-verbal or visual-motor tests that require props or manipulatives will not be possible. Items that require verbal responses and do not necessarily require the student to look at a prompt may be possible. For example, tests of vocabulary, listening comprehension, or auditory memory could be used if the conditions of the teleassessment are quiet, and the audio is of high quality. Yet, it is important to understand that the use of these verbal tests lacks empirical support for use in a tele-assessment format. Of course, if students are required to complete test booklets (e.g., V.M.I.), copy-right issues will also render this a non-negotiable obstacle.

Until new and innovative ways of assessment are developed, a traditional comprehensive tele-assessment (RIOT) is impossible regardless of the modifications made. We are in or will soon be in the position of doing the “best we can” rather than best practices. The implications are that for many of the students we assess, we will be forced to make decisions based on incomplete data. This will make those decisions more difficult to defend. Until we can return to conducting assessments that are primarily face-to-face, we must be both flexible and modest in our claims about children. Both ethically and legally, we are responsible for making good faith efforts to meet students’ needs. To accomplish this, we must clearly communicate what we have done, the limitations of that, and what this incomplete data suggests that we know about a child. Although the circumstances of tele-assessment are dramatically different, this stance is similar to how we should approach all of our assessments regardless of the circumstances.

CASP IS HERE FOR YOU. LET US HELP YOU.

The school year is coming to an end soon, but there is one last thing to check off your to-do list before you sign off for the summer. Check your CASP membership status! Make sure your membership doesn’t expire while you’re enjoying a well-deserved break. Checking your membership status is simple, just go to our website and login, then click “My Profile” near the top right of the screen. Scroll down to “Renewal due on” and check the date. If it is coming up, use the grey “Renew to...” button underneath your renewal date to renew today!

Renewing your membership helps ensure that CASP will still be working hard to represent you. Of course, with state budget cuts looming, this is more important now than ever before. Our board members have been guest speakers on webinars hosted by legislators, CDE, and other organizations to talk about your role as a school psychologist throughout and after the Corona closures. Our team of advocates is “at” the Capitol, working hard to protect funding for your job despite the upcoming state budget cuts.

Your voice is stronger when CASP backs you up, and CASP’s voice is stronger with you as a member. If you can, I hope you will renew your membership today.

If your CASP membership lapses, you can still access the free Covid resources on our website and you’ll still have access (at standard prices without your member discount) to our webinar library. You can also join us any Friday at 4PM for a free virtual school psychologist happy hour.

If you let your membership expire, you will lose your discounts on webinars, your free webinars, your subscriptions to CASP Today and Contemporary School Psychology, and other awesome member-only benefits. Renew today to stay a part of this community and keep your benefits!

If you have any questions about your membership, or a need that CASP hasn’t met yet, please reach out to us at memberservices@casponline.org.
Affiliate Updates: Spring 2020
By Nelerie Romo, Affiliates Board Chair

Our affiliates have been working hard to meet the needs of districts across California. Affiliate boards have secured experts to present on a range of topics including school psychologists as mental health providers, equity in school systems, trauma and stress within schools, becoming a Licensed Educational Psychologist, evidenced-based assessment practices, and legally compliant psychoeducational reports. With school closures statewide and the need for social distancing, affiliates have halted in-person professional development to maintain the safety of all involved. The CASP and NASP websites are continuously being updated to add helpful information regarding these uncertain times. Some resources include information that may be shared with parents on how to speak to children about the current state of events (available in multiple languages, as well). There are also resources for school psychologists and administrators, such as Virtual Service Delivery in Response to COVID-19, Preparing for Infectious Disease Epidemics: Brief Tips for School Mental Health Professionals, Responding to COVID-19: Brief Action Steps for School Crisis Response Teams, Preparing for a Pandemic Illness: Guidelines for School Administrators and School Crisis Response Teams, and Countering COVID-19 (Coronavirus) Stigma and Racism. The California Department of Education has COVID-19 guidance for K-12 schools and the U.S. Department of Education has also published a fact sheet entitled Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students. Hopefully, these resources can be useful in supporting the promotion of safety and wellness within our communities.

Kern Association of School Psychologists
The Kern Association of School Psychologists (KASP) affiliate has had a great 2019-2020 school year, seeing an increase in membership and the ability to offer six professional development trainings for local school psychologists! The KASP board is managed by President, Melissa Wood (Kern County Consortium SELPA); President-Elect, Nancy Ramirez (Fairfax School District); and Past-President, Cassie Rivera (Fruitvale School District). This year’s trainings have included: Legal Update with Kathleen McDonald from Fagan, Friedman, & Fulford LLP (F3); Licensed Educational Psychologist (LEP) Training with Chris Jones (CASP LEP Chair); Preschool Assessment with Kristin McCilland and Melissa Wood (CASP Preschool Chair); School Psychologists as Mental Health Providers with Erika Zepeda; Emotional Disturbance Assessments with Stephen Brock; and Validity Testing with Cecil Reynolds. In addition, the KASP board hosted a social during School Psychologist Awareness Week to advocate and promote the wonderful work that Kern County School Psychologists do on a regular basis. The KASP board will wrap up the school year with their annual Membership Drive and social in May 2020.

South Bay Association of School Psychologists
By: Angelica Mayanja:
- 6/2/20: Happy Hour / Fundraiser; Location TBD; Purpose to have funds that can help us invite presenters next school year
- 19-20: our membership has grown by 4 times we are now 20 members!
- 19-20: we are honored to have Chelsea Gallucci a Nadine Lambert award winner this school year
- Follow us- IG: @_sbspas_ & FB: South Bay Association of School Psychologists
- Email us- sbspas2017@outlook.com

Central Valley Affiliate (CVA-CASP)
By: Deeds Gill, CVA-CASP President
It’s been a very busy year for CVA-CASP. We are celebrating our 50th year as an affiliate of CASP!
On 9/27/19 we had a full-day workshop with Dr. Steven Feifer on the Neuropsychology of Reading and Math Disorders (FAR & FAM). We had over 225 school psychs and other educators attend!
During School Psychology Awareness Week (SPAW) we held our second annual CVA-CASP SPAW Fundraiser event at Pardini’s Catering and Banquets. It was an amazing event! We raised $7500 for the Fresno EOC Youth Sanctuary (surpassing last year’s amount by $2000), as well as awarded seven $500 Scholarships to third year school psychology students to attend the CASP Spring Institute in Sacramento. We also honored Dr. Marilyn Wilson from Fresno State with the CVA-CASP Lifetime Achievement Award.
On 01/17/2020 Fagan, Friedman & Fulford LLC (commonly known as F-3) presented on Legally Defensible IEP Writing. This training was packed full of psychs and their SPED teams!
CVA-CASP has two other trainings planned for 05/01/20: Prevent-Teach-Response (PTR) Training and a training on the Top 10 Strategies for Survival and Success as a New School Psychologist. Both trainings will be FREE to CVA-CASP members!

Elk Grove Regional Association of School Psychologists
EGRASP will again hold its annual end of the year Mixer. Details will follow later and will be posted on our Facebook webpage under Elk Grove Regional Association of School Psychologists.

Orange County Association of School Psychologists
By: Gininea Tan
OCASP holds a Student Workshop each year to assist Practicum Students and Interns on how to prepare for their upcoming applications and interviews. The morning presentation consists of OCASP Board Members presenting on specific strategies on what to expect during their internship year and how to be a successful first-

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Thank you for all you are doing during the COVID-19 state emergency. Since the Governor’s March 13, 2020 Executive Order, most schools in California have closed due to COVID-19. While the timelines vary, it looks like schools will remain closed at least until early May. Schools continue to be funded for 2019-20 and the Governor’s Executive Order and subsequent implementing legislation outline issues for schools are expected to address during closure:

- Continue delivering high-quality educational opportunities to students to the extent feasible through, among other options, distance learning, and/or independent study;
- Safely provide school meals through the Summer Food Service Program and Seamless Summer Option, consistent with the requirements of the California Department of Education and U.S. Department of Agriculture;
- To the extent practicable, arrange for supervision for students during ordinary school hours;
- Continue to pay employees.

The legislature is on recess until May 4, 2020 and that time frame may be extended. Before adjourning, the legislature passed emergency legislation to assure schools continue to receive funding during school closures and appropriated $100 million in funds for personal protective equipment and/or supplies and labor to clean facilities that are open. When the legislature reconvenes, the focus will be on state budget activity and legislation to address COVID-19 recovery and may also include issues of homelessness and wildfires.

Federal Recovery Legislation
The President signed the federal recovery bill and it includes $13.5 billion to local educational agencies to be distributed based on Elementary & Secondary Education Act (ESEA) Title 1-A-formula. The funds are to be used for COVID-19 response such as planning for and coordinating during long-term school closures, purchasing educational tech to support online learning and additional activities authorized by federal elementary and secondary education laws. That receive funds shall to greatest extent practicable continue to pay employees and contractors. We estimate California will receive approximately $1.4 billion.

State Budget Outlook for 2020-21
As of this writing, the state is planning for the 2020-21 budget level to be a workload budget, that is no increase or new programs because of the impact of COVID-19 and the drop in economic activity and impact on anticipated revenues. For K-12 education, we anticipate the proposals discussed earlier this year for new education programs, e.g., professional development, recruitment of pupil support personnel, will fall by the wayside and the education community will prioritize a higher COLA, special education, and discretionary funds to local educational agencies on an ADA basis.

CDE updates, webinar and guidance
- Distance Learning & Special Education: CDE will be hosting a webinar on Thursday, April 2 at 3 p.m. entitled “SSPI Distance Learning Innovations for Special Education.” To register for the webinar, please sign up at https://www3.cde.ca.gov/conferenceregistration/index.aspx?eventid=85&parttype=cdehq
- Special education educators who have been innovative in meeting the needs of their students during this time of distance learning will share information. CDE is also seeking ideas for delivering special education through distance learning. You can send examples of best practices you are using for delivering special education to sedinfo@cde.ca.gov.
- CDE recently posted an FAQ on its COVID-19 website with 10 Questions on a range of issues, including links to info: https://www.cde.ca.gov/ls/he/hn/cdecovidfaq2019.asp
- CDE’s Weekly COVID-19 updates: Sign up for weekly updates on COVID-19 from CDE by sending an e-mail to join-covid19-update@mlist.cde.ca.gov.

Guidance for Interns
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must still be overseen by a supervisor who has practiced in the field full-time for over three years. Training programs must make note of exceptions in a candidate’s file and how the exception was addressed for each candidate.

Anticipating that many credential candidates are unable to complete their required hours this spring, the CTC (2020b) has created a pathway that allows these candidates to obtain a Variable Term Waiver (VTW), obtain employment, and complete their required hours during their first year of practice. It is up to the training programs to request Variable Term Waivers for their candidates who may not complete their preliminary or initial preparation this year. Please check with your program advisor if you have not already done so.

This is an unprecedented time for all of us. Please know that a great deal of work is going on behind the scenes so that you, the future of school psychology, can complete your training and embark on your careers. We will need you now more than ever.

References Cited
Upcoming CASP Webinars

By Cori Ring-Martinez, Communications Coordinator

We offer a variety of Webinars geared towards school psychologists, LEPs, and school psychology students. Some webinars are recorded and available for purchase, while others are offered live only or are only available for a limited time. You can see the full list here [LINK]. Here are some upcoming webinars you don’t want to miss:

Pupil Personnel Services Guidance Documents for Checking-in on Students During School Closures

This 1-hour presentation will be held on Wednesday, May 6th at 11 AM. This webinar is eligible for CEUs. FREE for members/$25 for non-members.

This presentation will provide PPS credentialed professionals with thoughtful guidance as their mode of communication with their students change from in-person to remote contact. It will include a “Check-In” process with students during school closures, a School Telehealth Checklist, and hyperlinked resources for further professional support.

Presented by Dr. Susan Coats & Tom Sopp. Register here [LINK].

Student Series: Top 10 Strategies for Survival and Success as a New School Psychologist

This webinar will be held on Tuesday, May 12th at 4:00PM. A recording will be made available to all who register after the webinar. This webinar is not eligible for CEUs. $10 for members/ $25 non-members.

Through interactive participant discussion with two successful school psychologists, this workshop will highlight issues that can be obstacles faced by new or early-career school psychologists. Participants will learn 10 simple strategies, based on years of successful practice and specific NASP Ethical Principles that can help school psychologists approach these issues with confidence. Discussion will center on why these strategies are important and how to put them into practice.

Presented by Ashley Trippe and Deeds Gill, M.S., NCS. Trippe is a graduate of National University, in her 9th year as a School Psychologist, currently in Fresno Unified. Gill is in his 20th year as a School Psychologist in Fresno USD. He has served as Lead School Psychologist, Rtl/MTSS Coordinator, a practicum/intern supervisor, and is an Adjunct Professor at National University. Register here [LINK].

CASP Webinars.

Need CEUs?
CASP has online workshops for you!
Check them out at http://casponline.org/webinars-index/

Affiliate Updates

continued from page 16

Foothill Association of School Psychologists

By: Evelyn Miramontez

The Foothill Association of School Psychologists (FASP) continues to strive for more growth! Our membership has increased during this last year, and future partnerships are growing - but we would love to welcome more psychologists on our board!

On January 30, 2020 FASP held a wonderful workshop, which was a huge success, and sold out with Tarron D. Riley, L.C.SW. C.A.R.T. Mr. Riley presented his hugely informative presentation on the never-ending topic of “Emotional Intelligence: An Introduction to Theory and Application for School Personnel and Helping Professionals.”

The FASP Board is excited for any new volunteers or possible board members to come and join us! If you would like to be apart of FASP, please email us@fasponline@gmail.com

We always welcome psychologists to share any ideas and/or opinions as we plan the FASP future calendar! As always, we hope to bring vital topics, informative speakers, and any area of learning school psychologists are most interested in. Please visit our website http://fasponline.com for more information.

Bay Area Association of School Psychologists (BAASP)

By: Leticia Zadrozny Zelaya

The Bay Area Association of School Psychologists (BAASP) is doing very well! Our membership has doubled from last year! The first two workshops were a huge success and sold out with Dr. Michael Giambona and Dr. Sam Ortiz. We had our last workshop with Jenny Ponzuric on April 3.

The BAASP Board is looking for new member volunteers. If you would like to be a part of our board please email us at board@baasp.org. Don’t worry about traffic, we hold all our board meetings online.

Please take a moment to share your opinions as we plan the BAASP calendar! As always, we hope to bring you the topics and speakers that you are most interested in. Visit our website at http://events.baasp.org
CASP and Evalulogix Partner to Improve Special Education Assessment Programs

Melanee Cottrill, Executive Director, CASP
“We’re excited about collaborating with Evalulogix to support the special education assessment community. With CASP providing the expertise, and Evalulogix providing the technology, it’s a great combination.”

The California Association of School Psychologists and Evalulogix are partnering to provide the best of both Evalulogix technology and CASP expertise. The partnership is intended to provide CASP individual members and those who are school psychologists / special ed. directors with cutting edge technology tools to help them:

- Provide compliance management tools to improve assessment quality while reducing legal compliance challenges.
- Implement data visuals that improve analysis and interaction with parents, educators, and students.
- Implement improved data-driven practices.
- Implement new collaboration and efficiency tools to improve both individual and Multidisciplinary Team report writing.

We’ve completed two successful school district trials and are seeking additional Early Adopters to help us continue to refine the software. The Early Adopter Program offers educators discounts and free or discounted additional services. Learn more about the service at http://ed-logix.com

CASP Member Discount!

CASP members can get $100 off a one-year individual subscription to the online tools for a price of only $250. To claim your discount, email memberservices@casponline.org or call 916-444-1595.

For more information:
- Contact Dan Brown, CEO at 916-622-6102 danbrown@ed-logix.com
- Contact John Brockman, MA, LEP, President at 1530-514-3089 johnbrockman@ed-logix.com
- Contact Melanee Cottrill, CASP Executive Director at (916) 444-1595 melaneec@casponline.org
- Visit our table at the CASP Convention October 29-31, 2020

Steve Fisher, Psy.D. Associate Professor Programs in Educational Psychology California School of Education Alliant International University
“I just grabbed Evalulogix on the run and started using it. It’s really increased my efficiency saving me a lot of time as well as enhancing my work with parents and fellow educators”.

Artis M. Callaham, Ed.D. Licensed Educational Psychologist Director, Student Services Magnolia Public Schools
“Evalulogix is the technology foundation that’s helping us build an exemplary assessment program.”

Dr. Maya Van Putten Psychoeducational Assessment & Educational Consulting San Francisco, CA
“My favorite feature of Evalulogix is that I am easily able to create excellent visual graphics that help me to explain my complex findings to clients more clearly. I had tried to create such visuals on my own and found it to be a time consuming and difficult process, but they make it easy!”
PERSONAL INFORMATION

First Name: ____________________________ Last Name: ____________________________

Check here if Home and Billing address are the same.

Home Address: ____________________________________________________________

City: ______________________ State: ______________ Zip: __________

Billing Address: _____________________________________________________________

City: ______________________ State: ______________ Zip: __________

District: ___________________________ County where you work: ________________

Region No.: ___________ E-mail: ________________________________

Work Phone: ______________________ Cell/Home Phone: _______________________

MEMBERSHIP CATEGORIES

(Please Check One)

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

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

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

☐ Associate Member - $155.00 (Please Check One)

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

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

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

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

Advisor’s / supervisor’s name: __________________________

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

Advisor’s / supervisor’s phone: __________________________

☐ 1st Year School Psychologist - $50.00. Members in this category are renewing CASP members that have graduated during the 2019 membership year and are working. Please complete supervisor’s info below:

☐ Association Member - $50.00. Members in this category are renewing CASP members that have graduated during the 2019 membership year and are working. Please complete supervisor’s info below:

☐ Advisor’s / supervisor’s name: __________________________

☐ Advisor’s / supervisor’s e-mail: __________________________

☐ Advisor’s / supervisor’s phone: __________________________

PAYMENT OPTIONS

☐ I am interested in donating to the:

☐ “CLD” Cultural Linguistic Diversity Scholarship

☐ Mini-Grants Program

☐ Payroll Deduction (Regular Members Only)

☐ PAYMENT IN FULL Membership Fee $ __________

☐ Check # __________

☐ (Payable to CASP*)

☐ Mini-Grant Donation $ __________

☐ CLD Donation $ __________

☐ Visa / Mastercard

☐ Credit Card Number: __________

☐ TOTAL $ __________

☐ Security Code: __________

☐ Expiration Date: __________

☐ Phone Number: (________) _______ – _______ __________

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

☐ Signature: __________

☐ Pursuant to Omnibus Budget Reconciliation Act of 1993 and provisions contained in the lobbying tax law, CASP is required to inform members that 14% of your dues payment is non-deductible as an “ordinary and necessary” business expense. Contributions of gifts to CASP are not tax deductible as charitable contributions. However, they may be tax deductible under the provisions of the Internal Revenue Code.

☐ Signature: __________
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, and school and community-linked children’s health services.

CASP TODAY, the quarterly newsletter of the California Association of School Psychologists, reaches over 2,000 school psychologists. It is filled with informative articles and important information for the school psychologist.

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Includes color advertising for online CASP Today and black and white in the print summary of CASP Today, which is mailed to all members. Please be sure to send your ad in both black and white (high resolution for printing, fonts embedded) and color formats. PDFs, InDesign and JPEGs are acceptable, PDFs preferred.

Calendar – closing dates:
- Summer 2020 issue: June 26, 2020
- Fall 2020 issue: Sept. 25, 2020

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