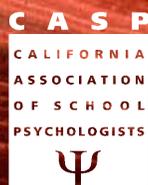


California Association of School Psychologists

ANNUAL REPORT | 2014-2015



CASP Vision Statement

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

Adopted by the Board of Directors in November 2014

CASP Mission Statement

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

Adopted by the Board of Directors in December 2014

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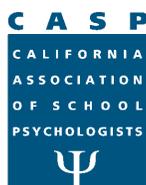
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Note to Readers: This is the first Annual Report of CASP’s activities for the academic and fiscal year that ended June 30, 2015. The CASP Board has achieved significant milestones as a result of its efforts, and these accomplishments will benefit the students of California and the profession of School Psychology. This report was prepared by Barbara J. D’Incau, CASP President 2014-2015, with thanks to all members and staff who contributed to this effort.



CASP Accomplishments in 2014-2015

We Met Our Goals! CASP met its three priority goals set by the President for this year: 1) Provide high-quality professional development for school psychologists, especially evidence-based practices presented by nationally recognized experts, and 2) Increase attendance at the Convention and Spring Institute to improve both professional development and to increase revenue; 3) Increase membership and participation in CASP programs to improve service to members and to ensure the financial sustainability of our Association;

Professional Development. CASP made a concerted effort to increase the quality and quantity of professional development opportunities at the Convention and Spring Institute, as described below. In addition, CASP has revised and increased the number of online webinars available to members who are unable to attend sessions in person.

CASP Convention 2014. “Assessment in a Common Core World” was the theme of the 2014 Convention held October 2-4, 2014 at the San Diego Hyatt Mission Bay Spa and Marina on Harbor Island. Cindy Marten, Superintendent of San Diego Unified School District, opened the convention and congratulated school psychologists for providing academic and social/emotional/behavioral services to all students. Following the Common Core theme, Nancy Brownell, Senior Fellow for the Common Core Systems Implementation in California, provided the keynote address. (For details of Ms. Brownell’s presentation, please see “Common Core State Standards: What School Psychologists Need to Know” in *CASP Today*, Fall 2014.)

Thirteen workshops and numerous mini-skills, paper, and poster presentations on topics ranging from Aligning the IEP to Common Core State Standards (CCSS), Cross-Battery Assessment, Multi-Tiered Systems of Support, Crisis Intervention, Assessing Spanish-speaking English Learners, and Assessment of Executive Functions, to name a few, were presented. Convention attendance was 780, which made this one of the best-attended conventions in several years. The convention produced a net profit of \$120,000.



Spring Institute 2015. The Spring Institute was held March 26-28, 2015 in Sacramento. The theme, “Expanding Your Counseling Toolkit: Targeted Research-Based Interventions and Programs” drew 280 participants. This represents a nearly 50% increase from 2014, making this our most successful Spring Institute ever. The Institute provided three days of continuing education workshops, an all-day workshop on Best Practices in Suicide Prevention and Intervention presented by NASP President and CASP Past-President Stephen Brock, PhD with retired LAUSD psychologist Rich Lieberman, a 6-hour workshop on legal and ethical practices presented by Carl Corbin and Beth Laurie, and a beer-tasting event that raised approximately \$900 for the Cultural and Linguistic Student Scholarships. The Institute realized a net profit of nearly \$30,000.

Membership. CASP membership held steady with slight growth to 1,705 as of June 30, 2015. Membership increased in among those using payroll deduction to pay for membership, as well as the student, retired member and corporate member categories. The membership goal specified in CASP’s Strategic Plan is 2,500 by 2015-2016.



More CASP Accomplishments

Vision and Mission Statements. Although CASP has had a Mission Statement since the association Bylaws were written, we had not articulated a vision to guide that mission. In 2014, the CASP Board developed a Vision Statement that describes our mandate to serve the children and the schools of California. Once the Vision Statement was agreed upon, we revised our Mission Statement to better reflect how we will achieve our vision. Our mission also includes representation and service to school psychologists and to our profession. Our website and more of our documents display the CASP Vision and Mission. We want parents and the public to know what CASP stands for.

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

Adopted by the Board of Directors in November 2014

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

Adopted by the Board of Directors in December 2014

Association Bylaws and Board Policy Manual. The CASP Board updated the Association Bylaws and the Board Policy Manual to reflect current practices and financial requirements. Both documents are available on the CASP website: www.casponline.org

Election Results. Each year, the membership elects the President-Elect. CASP's presidential cycle spans three years. The President-Elect serves for one year and is charged with planning the Spring Institute and serving as Chair of the Personnel Committee. The President-Elect becomes President of the Association the following year. In the third year, s/he serves as Past President. **Tom Sopp**, school psychologist with Long Beach Unified School District, was voted President-Elect for 2015-2016.



In odd numbered years, CASP regional members elect a representative to the board from each odd-numbered region (I, III, V, VII, IX). Each Region Representative serves a two-year term. Region Representatives may serve a maximum of two consecutive terms.

In April 2015, the following Region Representatives were elected:

- Region I – **Ryan Pepin** was re-elected for 2015-2017
- Region III – **Amy Balmanno** was elected for 2015-2017, replacing David Weber
- Region V – **Jackie Allen** was re-elected for 2015-2017
- Region VII – **Gabriel Gutierrez** was elected for 2015-2017
- Region IX – **Arpita Mandel** was elected for 2015-2017

In even years, Region Representatives from the even-numbered regions are elected.

Sarah Rodriguez of Region III was elected to serve a two-year term as Affiliate Representative. Her term will span 2015-2017.

Kristin Makena was elected as California's representative to the National Association of School Psychologists (NASP) for 2015-2017. Kristin takes over for Margaret Sedor, who has been California's representative to NASP for the past four years.

2014 Awards



The **Sandra Goff Memorial Award** was presented at the Convention to **Lynne B. Aung**, retired school psychologist from San Diego. Established in 1980, the Sandra Goff Memorial Award is given in recognition of distinguished service to the profession through exemplary service to the Association, including long-term contributions to school psychology in a variety of settings, and influence extending throughout California and beyond. Lynne Aung has served as CASP President-Elect, President and Past President from 2002-2005; treasurer from 1998-2002; Convention Chair 1999; Employment Relations Chair, 2006-2007; Political Action Committee Chair, 2007-2014, was one of the original members of the California School Psychology Foundation Board of Directors and served from 2000-2014; and now serves as chair of the CASP Alumni Club.



The President's **Lifetime Achievement Award** was presented to **Susan Goldman**, past CASP President (1999-2000) and school psychologist from Fresno for her exceptional work in revising and updating the *CASP Code of Ethics*, which was adopted by the CASP Board in August 2012, as well as in recognition of her 31 years of service on the CASP Board. Sue has been an active CASP Board Member since 1983, serving faithfully and diligently for 30 presidents of CASP. She became a CASP member when the Association was known as the California Association of School Psychologists and Psychometrics (CASPP). A partial list of Sue's CASP activities include CASP President 1998-1999; Region III Representative, serving two terms 1983-1987 and again in 1996-97; she chaired CASP's Task Force "The School Psychologist's Role in General Education" and was Continuing Professional Development chair 1995-96. From 1988-1991 and again in 2002-2013, Sue chaired CASP's Ethics Committee.



Ellen Murphy, of Pearson Assessment/Pearson Clinical Corporation, was recognized as the CASP **Platinum Corporate Sponsor**. Ellen has served as an inspiration and as the California School Psychology Foundation President for seven years in addition to providing products, consultation, and assessment training for school psychologists.



Roger McCoy was recognized for his "All Around" dedication and persistent efforts to promote and improve CASP at both the regional (Riverside) and state levels. Roger served two terms as CASP Treasurer, from 2010 to 2014 and served as Convention Chair in 2009. He was also instrumental in representing school psychologists before the San Bernardino school board in an employment and ethics dispute in 2014.

CASP officially recognizes the outstanding work of school psychologists through the **Nadine M. Lambert Outstanding School Psychologist** award. Only practicing school psychologists providing direct services to students, teachers, parents, or community agencies are eligible for the OSP award. Recipients must also be CASP members. The Nadine Lambert Outstanding School Psychologist awards for 2014 went to:



- Region I - **Tyson Dickinson**, Sonoma County Office of Education
- Region III - **Dedar (Deeds) Gill**, Fresno Unified School District
- Region IV - **Dr. Beverly Williams**, Los Angeles Unified School District
- Region V - **Jan Van Horn**, El Segundo Unified School District
- Region VI - **Dr. Richard Kleindienst**, Hemet Unified School District
- Region VII - **Meghan Smith**, San Diego Unified School District
- Region VIII - **Dr. Barbara J. D'Incau**, Ventura County
- Region X - **Juanita Aguirre-Patterson**, Washington Unified School District



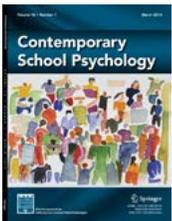
The **Paul Henkin Convention Scholarship** is a monetary scholarship awarded by the California School Psychology Foundation to one school psychology student or first-year school psychologist to attend the convention. **Charlene Mangi** of UC Santa Barbara was this year's recipient.



The **Michael Goodman Memorial Research Award** is given to promote research and the scientist-practitioner model in school psychology. **Melissa Esparza** and **Cynthia Britt** of CSU San Bernardino were the recipients of this prize for their independent research.



Cultural and Linguistic Diversity scholarships are presented by the California School Psychology Foundation to encourage and assist students with diverse backgrounds to become school psychologists. **Nicole Edwards** of San Diego State University was this year's recipient.



Contemporary School Psychology. Dr. Michael Hass, School Psychology Professor at Chapman University and Editor of *Contemporary School Psychology (CSP)*, formerly known as the *California School Psychologist*, last year negotiated a 10-year contract with Springer Publications to publish the journal online four times per year, and also making a limited number of print copies available. According to Dr. Hass, *CSP* receives most of its manuscript submissions from psychologists and educators outside of California, which is increasing its national and even international reputation. The current edition, June 2015, was a special issue focused on School Psychology and the Common Core State Standards (CCSS), with Dr. Barbara J. D'Incau as Guest Editor. *CSP* is the first school psychology journal to discuss CCSS. The March 2015 journal addressed several issues including middle school transition stress, cultural assets for Latino students, supporting Deaf and Hard of Hearing students, and understanding ADHD. In December 2014, *CSP* examined the validity of DIBELS with Korean-speaking students and other current topics. The September 2014 issue was also a special edition on School Psychologists Working with Bilingual and Bicultural Youth, with Dr. Pedro Olvera, Associate Professor of School Psychology at Azusa Pacific University, as Guest Editor.



CASP Today. Dr. Brian Leung, Professor and Program Director of Loyola Marymount University School Psychology Program, continues as Research Chair and Editor of *CASP Today*, the quarterly newsletter of our Association. *CASP Today* is available online as well as mailed to all members in print version. Archived editions are available on the CASP website, www.casponline.org.



Strategic Plan Update. At its August 2014 Retreat, new and continuing CASP Board members reviewed our 5-year Strategic Plan (2010-2015) through a virtual workshop conducted by NASP Assistance to States Specialists Jennifer Kitson and Emily Klein. In small and large groups, CASP Board members discussed, noted, and shared recommendations on key issues facing this Association this year. NASP's leadership document, *Leading by Convening: Authentic Engagement, Coalescing Around Issues, and Ensuring Relevant Participation*, provided the guiding framework for the Board's discussion. Issues were evaluated using SWOT analysis (Strengths, Weaknesses, Opportunities and Threats). The resulting notes formed the framework for the Board's work this year. CASP also participated in NASP's "Great State Challenge," and submitted plans for addressing NASP's four key initiatives for 2015: 1) Recognition of School Psychologists as Qualified Mental and Behavioral Health Providers; 2) Adoption of the NASP Practice Model by State Legislatures, Departments of Education, and Local School Districts; 3) Develop Leaders at the State and National Levels; 4) Strategic Efforts to Reduce the Critical Shortages of School Psychologists. CASP won a scholarship for one leader to attend the 3-day Public Policy Institute.

Executive Director's Report and Fiscal Report



Executive Director Heidi Holmblad is completing her second year as Executive Director of CASP. While most of the actions taken during the 2014-15 fiscal year are detailed in this report, there were some changes made in the CASP office. CASP welcomed Kathy Little to the member services area. Kathy works on CEU certificates, speaker contracts, affiliate relations, and assists Lead Member Services EJ Reyna with database management and other background services.

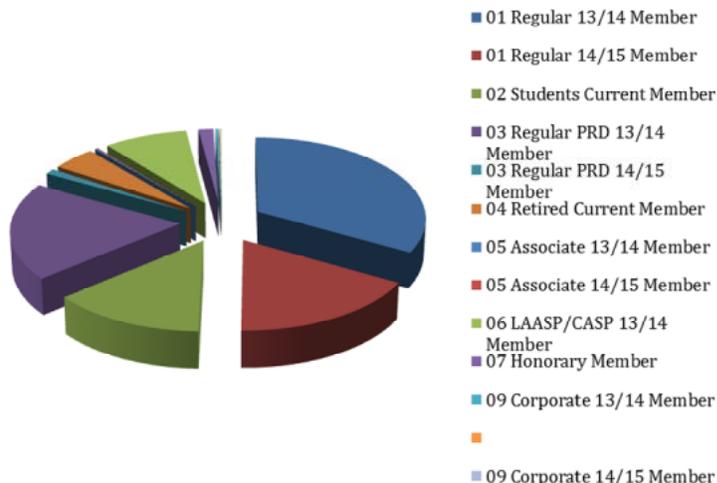
Because of the financial success of both the 2014 Convention and the 2015 Spring Institute, the CASP Executive Committee felt we had the funds needed to add another part-time worker to the CASP staff. In other CASP office news, the long-anticipated revision of the CASP website was completed in June.

The success of the 2014 Convention also allowed CASP to place more funds in long term investments; in effect, putting money aside in case CASP (and the state of California's education system) is again hit with unexpected losses due to recession or other situations that reduce the employment opportunities and, in turn, the CASP membership and attendance at conventions and spring institutes.

CASP has been working with Wells Fargo Advisors to secure a slow-growth strategy to ensure a small gain and losses in its investment fund. The fund now stands at \$102,000 after \$50,000 was added after Convention 2014. In fact, 2014-15 was the first year in recent memory in which CASP made more revenues from the annual Convention than from membership.

As reported above, membership was flat this year. Considering CASP started a year-round membership year in January of 2014, this is seen as an accomplishment. This not only results in a more steady income from memberships, but evens the field so that individuals who become members in January no longer see their memberships end on June 30 of each year. Since CASP had been on a July 1-June 30 membership year for many, many years, it will take some time before the memberships do not have peak times, and it is likely that memberships years for many members will be near the annual Convention and Spring Institute. The CASP membership breakdown is below.

MEMBERSHIP COUNT



Region Reports



Region I – Ryan Pepin, Region Representative 2013-14/2014-15

In Region I, the lone Affiliate is Sonoma County Association of School Psychologists (SCASP), which held its end of the year celebration and had a good turnout. SCASP currently has 63 members. Highlights from this school year include a legal seminar held in the Fall, a presentation by Rich Lieberman on Suicide Pre/Postvention in the Winter, and a roundtable discussion following the Spring Institute on “Expanding your counseling toolkit.” SCASP held elections and the president for next year is Annalise Puentes (a SoCal transplant from Chapman University). Next year, SCASP will be working closely with the SELPA to create a workshop for district administrators, school psychologists and counselors on threat assessment. That training will be held 9/24/15 with a follow-up in February 2016.



Region II - Stephanie Barnes, Region Representative 2012-2014/2014-15

Stephanie was unable to participate in the CASP board as Region Representative during 2014-15. CASP Executive Board will appoint a representative for Region II to serve in 2015-16.



Region III – David Weber, PhD, Region Representative 2013-14/2014-15

David Weber is Lead Psychologist for Clovis Unified School District and is also a School Psychology Trainer at Fresno Pacific University. Much has been happening in Region III throughout the Spring! CVA-CASP sponsored a phenomenal full-day workshop in Fresno on May 15 with Dr. Jerome Sattler. The workshop focused on social-emotional-behavioral assessment and was attended by more than 100 school psychologists from throughout the Central San Joaquin Valley. CVA-CASP has also finalized plans to bring Dr. Milton Dehn to Fresno County to provide a full-day workshop on Patterns of Strengths & Weaknesses (PS/W). This is vital, as school psychologists throughout the San Joaquin Valley are leading the effort to successfully implement PS/W throughout our region in order to more effectively identify students with a Specific Learning Disability. On another exciting note, an affiliate in the Bakersfield area (Kern County) is being revitalized and leadership there is off to a great start in building membership and planning some networking activities for the Fall. Finally, we are working to help school psychologists throughout our nine county region understand the many benefits to CASP membership.



Region IV – Jeannine Topalian, PsyD., 2014-15/2015-16

Jeannine represents Los Angeles Unified School District, which is Region IV. The Los Angeles Association of School Psychologists has 388 members. Professional development offerings included a workshop by Dr. Sam Goldstein on Understanding, Evaluating and Treating Autism Spectrum Disorders, and training on the Science of Executive Functions: New Data, New Ideas, and the Comprehensive Executive Functioning Inventory. LAASP held a 5K Run-Walk to celebrate School Psychology Week and had a booth to let the public know how school psychologists promote wellness. This was followed by a Happy Hour. LAUSD continues to have openings for school psychologists.



Region V – Jackie M. Allen, Ed.D., Region Representative 2013-14/2014-15

Jackie is Associate Professor in School Psychology at University of LaVerne. She is also the President of the California School Psychology Foundation. Region V has three active Affiliates, Greater Long Beach Association of School Psychologists, South Bay Association of School Psychologists and Foothill Association of School Psychologists. Foothill Affiliate held five events this year: a fall meeting with Dr. Sean Surfus, a December wine tasting, a winter workshop, spring workshop, and a meeting in June with Dr. Jerome Sattler. South Bay held a WISC-V training in December 2014 and a Woodcock-Johnson training in February 2015. The Greater Long Beach Association is going through a reorganization and is planning events for the 2015-2016 year.



Region VI – LaTasha Cooper, Region Representative 2014-15/2015-16

“Tasha” is a school psychologist with San Bernardino Unified School District. Region VI has one Affiliate, Riverside Association of School Psychologists (RASP). The major activities for the year focused on issues of African American students, with a workshop presented by Roger McCoy. RASP also hosted a WISC-V workshop. The President for 2014-2015 was Ali Duerks; incoming President for 2015-2016 is Roger McCoy.



Region VII – Kristin Makena, Region Representative 2011-13/2013-15

School Psychologists of Region VII (SANDCASP) hosted CASPCON 2014. The Convention had not taken place in San Diego for 20 years. Kristin Makena, of San Diego Unified School District, co-chaired the Convention with Patrick Crain, San Diego County Office of Education. Kristen stated, “It was an exciting time and the 700+ attendees allowed us to show off our wonderful city. We were very pleased with the high caliber of the convention including the events and presentations.”

SANDCASP this year hosted an array of trainings including presentations on the WISC-V, Dr. Steve Feifer’s Assessment of Reading, and Dr. Jerome Sattler’s Clinical Assessment of Children. SANDCASP also hosted the SPAW (School Psychology Appreciation Week) Walk-a-Thon at the Bay with an after party including great music and food. President-Elect Rodrigo Enciso is well underway with exciting plans for the 2015-16 year.

Kristin Makena wrote, “As my last report as Region VII Representative, I want to say what an honor it has been working with CASP over the last four years. I have found the experience broadened me not only as a School Psychologist, but also as an advocate for our profession. CASP is an amazing group of people and I have been honored to be a part of this organization.”



Region VIII – Lillian Hernandez, Region Representative 2014-15/2015-16

Lillian is a bilingual school psychologist working for El Rio School District. She represents Ventura County Association of School Psychologists (VCASP), which had 105 members this year. Ventura County Association of School Psychologists had a great 2014-2015 school year. The County Office of Education started off with a “soft” roll-out for the Patterns of Strengths and Weaknesses Model for identifying Specific Learning Disabilities. Throughout the year, the Ventura County SELPA hosted a series of trainings and workshops, including the successful Cross Battery approach with Dr. Vincent Alfonso and the Psychological Processing model by Dr. Milton Dehn.

The schedule for the 2015-2016 school year is getting set up; the SELPA will continue to host PSW trainings throughout the year, as most school districts will be ready to start implementing the PSW model. Dr. Alfonso and Dr. Dehn will be making appearances once again for workshops. Please visit vcasp.webs.com and venturacountyselpa.com/WorkshopsandConferences for information on workshops!



Region IX – Libby Barnish, Region Representative 2011-13/2013-15

Libby is a school psychologist with Green Dot Charter Schools in Orange County. This year was a bit of a building year for the Affiliate, Orange County Association of School Psychologists (OCASP), as they have been challenged to attract working psychologists to participate on the board. With many school psychologists having families and extra responsibilities in their roles at schools, OCASP had a young and eager board mostly made up of students. This is certainly helpful for recruiting our newest members! If anyone would like to participate on the OCASP board, please contact President Ashley Stewart at astewart@hbuhd.edu. We have a lot coming up in the next year so stay tuned!

OCASP currently has 146 members. Many of these members are students and OCASP did provide its annual free workshop for students on writing resumes and applying and interviewing for jobs. The Affiliate also hosted a workshop in spring 2015 by Dr. Amy Griffiths, which was a two-part training featuring Assessment of Autism Spectrum Disorders and Positive Psychology.

Looking forward to next year, OCASP is hoping to provide a workshop on Suicide and Threat Assessment and Intervention and another on supporting our LGBTQ students. Please check out www.ocasp.net for future workshop and to become a member.

Region X – Maureen Schroeder, Region Representative 2014-15/2015-16

Maureen, a school psychologist in Elk Grove District, was appointed as Region X Representative in November 2014 to complete the term of Misty Bonta, who moved to San Diego. Region X includes the Delta Area Association of School Psychologists (DAASP) and a new Affiliate Chapter established in 2015, Elk Grove Association of School Psychologists (EGRASP). DAASP has approximately 22 members – 3 board members, 6 students, and 13 school psychologists. They held several workshops for members this year, staged a walk to acknowledge School Psychology Week, collected books to donate to local homeless children's shelter, and held discussions about Patterns of Strengths and Weaknesses (PSW) as an option for SLD identification. EGRASP is off to a very strong start with 7 board members and 10 active members. They held their first workshop in May 2015 on "Patterns of Strength and Weaknesses for SLD Eligibility," presented by Dr. Cathi Christo, with 40 school psychologists in attendance.

Affiliate Representative - Barbara Lewis Mill, 2011-13/2013-15

Barbara, a school psychologist in West Sacramento and long-time CASP Board member, planned and led the Affiliate Days training and legislative sessions in Sacramento during her four-year tenure. Highlights of the March 2015 Affiliate Day were a presentation to the Affiliate leaders on legislation that may affect school psychologists, including CASP's co-sponsored Senate Bill 463 by Loni Hancock, which was presented by Laura Wasco of Frost, Davis and Donnelly, CASP's lobbying firm. Laura also provided an overview of California's Local Control Funding Formula (LCFF), with discussion of how and why school psychologists should advocate for student services under LCFF. Cathi Christo, retired professor of school psychology at Sacramento State University, discussed the serious shortage of school psychology trainees and the perilous state of accredited school psychology training programs in California. Following lunch, Barbara led the affiliate group in a workshop on affiliate leadership.

Several Affiliates were also active in celebrating **School Psychology Week**, with recognition events, beach parties and walk-a-thons. (See Region Reports for more details.)



Committee and Specialist Reports



Legislative Committee – Doug Siembieda, Chair

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

CASP Sponsored SB 463 (Hancock, D-Berkeley). A HUGE victory for CASP was realized with the passage of the trailer bill language by the California legislature in June 2015 that appropriated \$10 million for implementation of training for education agencies in positive behavior strategies for students. This action was clearly influenced by CASP’s sponsorship of SB 463 in the 2015 Legislative Session and a similar bill, SB 1396 (Hancock), in 2014. The focus of these bills was to establish a statewide effort to implement a program for professional development and training of school and district staff on how to implement PBIS and restorative justice programs. In both years, a key lobbying effort was to prompt the legislature to appropriate funding to implement the components of the bill as a part of the 2015-16 State Budget. As Jeff Frost noted in an email to the CASP Legislative Committee, “This funding is a direct reaction to the work that CASP has done in the last two years sponsoring bills that highlighted the need for improved awareness and training programs. The implementation language, while not exactly the same as that in SB 463 (Hancock) is fairly close and is broader than what is in our bill. I think this reflects that fact that the budget is allocating \$10 million, which will allow for an increased number of strategies and programs than we included in SB 463.” CASP thanks and congratulates Jeff, Doug, Executive Director Heidi Holmblad, and the legislative committee for their work on these efforts.

CASP Input Revises Audit Request. In another critical action, CASP responded to State Senator Jim Beall’s (D-San Jose) call for an audit of AB114 services. AB114 provides monies for educationally related mental health services, including non-public school residential treatment, provided to students by school districts and SELPAs. AB114 replaced AB3632. Unfortunately, Senator Beall’s initial letter to California’s Auditor General made a number of inaccurate statements about school psychologists, including the assertion that school psychologists were not qualified to provide mental health services to students. Through our lobbyist Jeff Frost, CASP immediately reached out to Senator Beall, who agreed to meet with Mr. Frost. Frost provided information on school psychologists’ background and training, as well as the scope of services we provide in the schools. Senator Beall agreed to revise his letter calling for the audit, and allowed CASP to review the letter for accurate statements

about school psychologists. CASP welcomes the proposed audit of AB114 services, as we believe that more students are receiving prevention and early intervention counseling and educational supports under AB114 than under AB3632, and further that these school-based educationally related intensive counseling services may prevent the need for residential treatment. (See: State to Audit AB114 on the CASP website, (www.casponline.org).

Editorial Comment: If school psychologists wonder why they should be CASP members and how CASP utilizes their dues, our modest retainer to Lobbyist Jeff Frost confirms the value of having a lobbyist in Sacramento to protect our profession through sponsoring important legislation and taking action against detrimental policies.

Assessment Committee – Rodrigo Enciso and Kenneth Mitchell II, Co-Chairs

As Co-Assessment Specialists, Rodrigo Enciso of San Diego Unified School District and Kenneth Mitchell of Fontana School District assisted in responding to several member questions regarding assessment. They collaborated on an article in CASP Today, winter 2015, detailing updates to the 2014 special education eligibility criteria in the Title V California Code of Regulations. Assessment Chairs also presented at the 2015 Spring Institute on contemporary assessment topics and at the 2014 Convention on the principles of Patterns of Strength and Weakness (PSW) method for assessment for Specific Learning Disability (SLD) identification.

LEP (Licensed Educational Psychologists) Committee, Sean Surfas, PhD, Chair

As LEP Chair, Dr. Sean Surfas completed numerous activities in support of CASP and LEPs, including formidably the task of writing the first draft of the LEP Ethics Guidelines. The document is being reviewed by a committee of LEPs and will be presented for adoption by the CASP Board at the August 2015 Retreat. Sean also replied to approximately 60 questions from members and LEPs, and made presentations for CASP. Sean is also a member of the School Psychology Foundation, and hosted the April 2014 Foundation Board meeting at the office of T.O.T.A.L. Programs in Sierra Madre.

Cultural and Linguistic Diversity (CLD) Committee – Monique Arbuckle and Larisa Crookston, Psy.D., Co-Chairs

Monique and Larisa, both school psychology program coordinators with LA Unified School District, co-facilitated a detailed discussion of Larry P. at the 2014 Convention with about 18 members in attendance. Several actions were explored and work groups were formed. CASP does not have an official position at this time, but continues to work to address this important issue.

Student Leadership Council – Beth Laurie, Chair; Allison McFarland, Student Representative

Through outreach to students and school psychology training programs, Beth Laurie, School Psychologist with Santa Barbara County Education Office and Allison McFarland of UCSB, recruited student representatives from nine universities: Brandman, Chapman, LMU, SDSU, UCSB, Alliant International, UCR, UC Berkeley, and Saint Mary's College. The new student representatives from Saint Mary's and UC Berkeley are interested in contributing to the CASP website. The committee is working to establish a mentoring program for students, which will be introduced at the 2015 CASP Convention. The committee also discussed the possibility of a student video contest. Students plan to communicate to others via post on the student section of the CASP website. A meeting of the Student Leadership Council is planned for the CASP conference in fall 2015.

Political Action Committee – Cathi Christo, Chair

The Political Action Committee (PAC) began addressing issue of school psychologist shortages in our state. Informal surveys were conducted by Cathi with state SELPA directors and targeted districts in the Sacramento area (see School Psychology Shortage, elsewhere in this report). From the data obtained, it appears that there are many unfilled school psychologist positions within the state; at least 30 openings for school psychologists remained in LAUSD throughout this schools year. In addition, many districts are using placement agencies to find temporary help.

The root of the school psychologist shortage lies primarily with the declining number of full-time school psychology faculty in university training programs. All NASP approved programs in California were surveyed to determine their faculty and student status. Some programs have closed - UCSB closed their Master's/Specialist Degree program this year, San Francisco State a year earlier - and some are in danger of losing NASP accreditation and closing, including Humboldt State University and California State University, Sacramento. Other programs are understaffed and/or expect tenured professors to retire, with little hope of tenure-track faculty being hired to replace the retirees.

Efforts to address this issue were explored in conjunction with Jeff Frost, CASP Lobbyist. It was determined that the most appropriate approach was through direct conversations with key administration at each campus. It was decided to target one or two CSU campuses in 2015-2016 for letters, visits, and face-to-face discussions with key administrators.

Research – Brian Leung, PhD, Chair

CASP Research Chair Dr. Brian Leung of LMU and his committee evaluated the applications for award funding under the Michael Goodman Memorial Research Award, which was presented to **Melissa Esparza** and **Cynthia Britt** of CSU San Bernardino at the 2014 Convention.

Professional Standards/Employment Relations – Barbara Thomas, Specialist

As she has for many years, Barbara Thomas, past CASP President and retired school psychologist from Fresno, responded to member questions on legal, ethical and practice issues throughout the school year. Questions ranged from concerns about how to respond when an administrator or supervisor directs the psychologist to implement an action that the psychologist believes may be incompatible with the law, to employment concerns, and issues of student privacy and confidentiality. Barbara often finds that a special education or PPS director was not a school psychologist prior to becoming the member's supervisor, and so may be less familiar with assessment protocol and best practices. Barbara always researches both statutory and case law in responding to members' concerns. She most often is able to reply within 48 hours.

Crisis Intervention – Susan Coats, PhD, Specialist

Over the past year as CASP Crisis Intervention Specialist, Sue represented CASP by attending and participating in the Student Mental Health Policy Workgroup that meets quarterly at the California Department of Education in Sacramento. She became a Youth Mental Health First Aid trainer under California's grant-funded Project Cal-Well, and presented a mini-skills workshop on "The Role of the School Psychologist in Student Violence Prevention and Threat Assessment" at the 2015 Spring Institute in Sacramento. Sue also presented to school psychology graduate students at the University of La Verne's graduate student symposium on their role in "Suicide Prevention and Intervention," responded with a summary and literature review to an inquiry from a Policy Analyst at the Center for Youth Wellness,

worked with the Chief of Policy in the California's Attorney General's Office on "youth suicide prevention and/or the impact on children and youth of exposure to violence," and proposed and developed a workshop for the 2015 CASP Convention in Riverside on "Repairing Harm and Restoring Relationships" that will involve school law enforcement and district personnel. She presented parent and staff workshops on "Bullying and Cyberbullying," attended the Joint Regional Intelligence Center (JRIC) "Behavioral Threat Assessment: Preventing the Active Shooter" workshop, and responded to member requests regarding individual crisis cases, interventions, laws, and available community resources. In addition, Sue reviewed and advised school psychology students on their professional resumes at the Spring Institute.



Alumni Club – Lynne Aung and Cathi Christo, PhD

Lynne Aung is the Chair of the CASP Alumni Club, founded in 2014 to encourage active CASP retirees and other interested CASP members to maintain professional contact with CASP, to support the Vision and Mission of the School Psychology Foundation, and to provide an additional revenue source for political action campaigns. The Alumni Club has 13 members.

The first meeting of the Alumni Club was organized by the Executive Director and held at the Spring Institute in Sacramento. Ideas were discussed on how to outreach to prospective school psychology students. Dr. Michael Hass of Chapman University presented a slideshow and led a discussion about his outreach and research to establish school psychology training in Viet Nam.

NASP Delegate – Margaret Sedor

As NASP Delegate for the past four years, Margaret sends monthly email blasts to NASP members. NASP advocates for school psychology as a profession and for commonsense federal and state policies on the topics that affect school psychologists most. Current priorities include creating safe school environments for all students and increasing access to specialized instructional support services and personnel. NASP also works to empower psychologists to have an impact through the Advocacy Action Center at www.nasponline.org/actioncenter, and through the annual Public Policy Institute (PPI) coming up in Washington, DC, this July. Learn more about PPI at www.nasponline.org/advocacy/ppi/2015/index.aspx.

SPAN (School Psychology Action Network) Delegate – Trisha Pedley

Trisha, a school psychologist with the Larkspur-Corte Madera School District, was appointed in March 2015 to be CASP's first SPAN Delegate. Trisha has been a member of the NASP Government and Professional Relations Committee and has facilitated visits to Congress to promote NASP priorities that affect school psychology and education. Trisha has also participated in the NASP Public Policy Institute. Trisha facilitated an hour-long national NASP Government and Professional Relations Committee webinar for SPAN contacts and state presidents in May. The session focused on School Psychologists & Mental Health Service Delivery in honor of Mental Health Awareness Month.

Awards – Behshid Nickpay

Behshid is a school psychologist with LA Unified School District. She and her committee evaluated the nominations for the Nadine Lambert Outstanding School Psychologist Award and prepared the winners' biographies and certificates for the Awards Luncheon at the Convention. (See: Awards elsewhere in this report).

New Media Specialist – Misty Bonta

Misty is a school psychologist for San Diego Unified School District. She advises and assists CASP with improving communication to and among members through media including Facebook, Twitter, Instagram, Tumblr, and many more.

Historian – Glenn Schumacher

In addition to being a CASP Past-President, Glenn has been an active CASP member and supporter for more than 30 years. Over the years, Glenn has collected 57 years of CASP publications, including Convention programs, Board Minutes, and Awards Presentations. He archived our first newsletter, *The California Association of School Psychologists and Psychometrists*, Vol. 1, No. 1, that was printed in 1954 and mailed to approximately 180 school psychologists. In his current role as CASP Historian, Glenn presented a brief PowerPoint history of CASP at the board's August retreat, and he developed, displayed, and discussed many artifacts from CASP's history in the Exhibit Hall at the CASP Conventions. He took approximately 200 digital pictures at the 2014 CASP Convention and developed a Facebook page of CASP History in 2013-2014. Additionally, Glenn archived nearly 10,000 photos from current and past CASP documents, which he uploaded to Google Cloud. Glenn has collected almost 20 years of *CASP Today* and other Association documents.

Other Board Activities:



CASP Plans Action on School Psychologist Shortage. Cathi Cristo, PhD, retired School Psychology Professor at CSU Sacramento, reported data she collected on the NASP approved school psychology programs. CSU programs graduated approximately 143 school psychology students in Spring 2014, and other campuses graduated 45 students. The number admitted to NASP-approved programs during this school year was roughly 188; clearly less than the estimated 1,184 jobs advertised in December 2014. Statewide, 51 SELPAs reported 1,270 job openings at the beginning of the 2014-2015 fiscal year. They reported that 43 percent of the positions have been open for three months or longer. Stephen Brock, PhD, NASP President and Professor of School Psychology at CSU Sacramento, noted that the shortage of school psychologists is a national issue, and was predicted decades ago.

Jeff Frost and Heidi Holmblad will use these data to contact state universities in order to lobby Presidents, Provosts, and Department Chairs to increase their number of tenure-track professors to increase school psychology graduate classes. One of CASP's key legislative priorities is actively addressing the school psychologist shortage.

CASP Leaders Participated in NASP Assistance to States, Western Regional Conference, and Public Policy Institute. CASP President Barbara D'Incau and Executive Director Heidi Holmblad participated in the NASP Assistance to States workgroups at the NASP Conventions in 2013 and 2014. Along with NASP Delegate Margaret Sedor and SPAN Delegate Trisha Pedley, CASP's President-Elect Troy Xavier Leonard attended the Western Regional Conference in August 2014 and will attend the 5-day Public Policy Institute (PPI) in July 2015. In addition, CASP won a scholarship to the 3-day PPI in July; Tom Sopp will attend as CASP's future President-Elect.



CASP Re-energized the Pupil Services Coalition. Thanks to the dedicated persistence of our Executive Director Heidi Holmblad, the Pupil Services Coalition (PSC) was re-activated this year. The PSC consists of School Psychologists, Nurses, Social Workers, Counselors, and Child Welfare and Attendance workers; these professionals work collaboratively and collectively to improve the health and mental health outcomes for California's students. PSC members attended the Spring Institute and presented policy recommendations as well as offering support to district-level personnel.

State Special Education Taskforce. After two years of interviews, testimony, focus groups, research, discussion and debates, the State Special Education Taskforce presented its recommendations to the California Department of Education in March 2015. It concluded that merging Special Education with General Education into one school system would transform California's education policies, practices and special education financing.

The Task Force was formed in 2013 to study the causes of the state's poor outcomes for students with disabilities. The full report can be found on the CASP website www.casponline.org/members/legislative. CASP submitted several recommendations to the Task Force, which included them in its recommendations.

The report outlines how delivery of special education supports are severely hindered by inadequate early learning services. The report recommends improvements in early learning, teacher preparation and best practices. The recommendations have been forwarded to the Department of Education, Commission on Teacher Credentialing, State Board of Education, Advisory Commission on Special Education and many other agencies to consider legislation and regulatory changes. Co-Executive Director of the Task Force Maureen O'Leary Burness

said that for the state's schools to offer one coherent system of support for all students, educators must be trained to work effectively with all students. One step would be to change the credentialing system to allow teachers with a special education credential the ability to work with all students, not just those in special education. This, of course, would lead to major changes in the credentialing system. Other needed changes, Burness said, are in the way resources are distributed. The uneven distribution of services, in addition to the "siloed" system of services between agencies result in inadequate services, often in areas where they are needed most.

The Task Force strongly urges Multi-Tiered System of Supports (MTSS) to be developed statewide, that would support Response to Instruction and Intervention (RtI2), for academic, behavioral, and socio-emotional learning.

CASP School Psychology Foundation

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

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

In meetings of the Board that took place in April and October 2014, the Foundation Board revised its Bylaws, which were adopted at the October board meeting. The Foundation has nine directors, which includes the CASP President, President-Elect, Immediate Past President, and Executive Director. The other five directors are appointed by the current CASP President from CASP members who are school psychologists or licensed educational psychologists in California; professors of school or educational psychology; public officials responsible for the supervision of school psychology programs; school administrators; or selected business community representatives.

The Foundation raises funds to support its Mission. During 2014-2015, the Foundation granted two CLD scholarships to students, awarded the Paul Henkin Convention Scholarship, and awarded two mini-grants in the amount of \$500 to school psychologists for special projects to benefit students.





CASP Board of Directors 2014-2015

Elected Board Members

Barbara D’Incau, President
Troy Xavier Leonard, President-Elect
Christine Toleson, Past President
Seble Gebremedhin, Treasurer
Barbara Lewis Mill, Affiliate Representative
Ryan Pepin, Region I
Stephanie Barnes, Region II
David Weber, Region III
Jeannine Topalian, Region IV
Jackie Allen, Region V
LaTasha Cooper, Region VI
Kristin Makena, Region VII
Lillian Hernandez, Region VIII
Libby Barnish, Region IX
Misty Bonta/Maureen Schroeder, Region X

Specialists and Committee Chairs

Doug Siembieda, Legislative Chair
Monique Arbuckle, CLD Co-Chair
Larisa Crookston, CLD Co-Chair
Rodrigo Enciso, Assessment Co-Chair
Kenneth Mitchell, Assessment Co-Chair
Barbara Thomas, Professional Standards
Susan Coats, Crisis Intervention Specialist
Brian Leung,
CASP Today Editor/Research Chair
Kelly Kennedy,
Training/Accreditation Specialist
Michael Hass,
Contemporary School Psychology Editor
Beth Kauffman, Membership Chair
Beshid Nickpay, Awards Chair
Cathi Christo, PAC Chair
Lynne Aung, Alumni Coordinator
Sean Surfes, LEP Chair
Angela Davis, New Media Specialist
Glenn Schumacher, Historian
Patrick Crain, 2014 Convention Co-Chair
Allison McFarland,
Student Leadership Council

Liaisons

Ellen Murphy, Corporate Liaison
Margaret Sedor, NASP Delegate
Trisha Pedley, SPAN Delegate
Benay Loftus, SELPA Liaison
Josie Malik, CTA Liaison

CASP Staff 2014-2015

Heidi Holmblad, Executive Director
EJ Reyna, Member Services
Josh Johnson, Technology Specialist and Webmaster
Raina LeGarreta, Communications Specialist
Kathy Little, Member Services Assistant

LEP Survey Results 2015

Telemental Health

In late 2014, the Board of Behavioral Sciences found that it had no regulations regarding mental health counseling over the internet. CASP decided to survey its LEP members regarding whether and when they do counseling via online services. Seventy-six LEPs took the online survey between February 6 and March 9, 2015, which is summarized below:

Do you believe LEPs should have the option of offering educationally related counseling via the internet?

Yes No
45 31

Do you currently offer telehealth in your practice?

Yes No
51 25

If yes, under what circumstances do you offer online mental health services?

- Client is out of area – **24**
- Client is temporarily out of state/country – **31**
- Client is ill/homebound – **42**
- Serving client(s) in rural area of the state that is difficult reach in person – **42**
- Other – **1** (For Educational Purposes)

How do you determine whether a client is suitable for online therapy? Open ended question

- If they want it. – **1**
- If client needs assistance but is unable to come to office. – **6**
- If client is comfortable with the online setting and has a camera in computer so physical cues can be noted during session. – **2**
- I am unsure. I would hope there is a class on this. – **1**
- It just seems like too much of a liability. I would not recommend it. – **7**
- Ability to use Skype or type on a keyboard. – **2**
- Age-appropriate verbal communication skills. – **4**
- Signed informed consent agreement. Aware of limits to confidentiality. – **1**
- Goals of treatment are able to be met. – **2**
- Interview, initial assessment – **12**
- It depends on the referral question. – **1**
- The more independent and less severe, the better. – **1**
- If they have access to the technology and if they agree that they would benefit from this type of service delivery. – **2**
- If needs are primarily for information. – **1**
- Already a client, known to be capable, client preference. – **4**
- They need to have the hardware/software to support consultative services. – **2**

- There needs to be informed consent to the limitations of online services. And it shouldn't be a substitution for direct services. – **1**
- Confidentiality and rapport has been established. – **2**
- If the person is ill and/or there are extenuating circumstances. I don't think this should be done routinely. – **1**
- High level of student motivation, lots of parent supervision and support. – **1**
- Student is not suicidal. – **3**

What information do you give clients (or guardians) regarding confidentiality issues? Open ended

- Can't trust the internet/not sure if client is alone. (Discuss the internet connection as a possibility of a breach and recommend that precautions be put in place in order to protect their information.) – **6**
- That all they say in counseling is confidential unless there is a possibility that you are a danger to yourself or others or if child abuse is involved. – **29**
- Any mandated reporting laws, danger to self/others, extensive property destruction and any major violations on school district rules – **12**
- The same information I would give to an in-person client – **2**

Do you inform clients (or guardians) of the limitations of online counseling?

Yes No
48 8

Do you inform clients of nearby emergency mental health services?

Yes No
57 2

Do you believe online mental health services are as beneficial as services offered in person?

Yes No Don't know
5 45 23

Should online educationally related counseling services be offered to elementary school students?

Yes No
13 60

Middle school students?

Yes No
30 43

High school students?

Yes No
41 33

Should the BBS allow out-of-state licensed therapists to use telehealth to work with their clients who have located in California for a determined period of time before a new therapist is found?

Yes No
35 36

Should CASP develop an Ethics Code for LEPs?

Yes No
69 4

If yes, should this code include a section regarding online mental health services?

Yes No

63 3

Should online therapy be held to a higher standard for confidentiality?

Yes No

44 25

Should the BBS require that some kind of encryption service be used for online communications?

Yes No

59 8

Should the BBS require that online therapists inform clients of potential risks, such as confidentiality, clinical limitations, response to emergencies, and potential for third-party breach of private information?

Yes No

68 0

How knowledgeable are you of HIPPA regulations pertaining to online transport of confidential information?

Very knowledgeable

8

Somewhat knowledgeable

37

Not knowledgeable

25

Would you consider asking your school district to contract with a private, online counseling service?

Yes No

12 62

If yes, would that be because:

Too large of a workload - **7**

For better counseling expertise - **1**

Some students may get better experience from online counseling - **3**

School psychologists are not available to fill open positions - **2**

Other - **0**

If no, would that be because:

Need more information about how such a service would work - **28**

Do not believe online counseling is beneficial - **19**

Do not have students who are suitable for online counseling services - **2**

Could lead to fewer school psychology jobs - **9**

Other - **2**

Note: The BBS has proposed regulations that would call on licensees (including LEPs) who do counseling over the internet to:

Inform the client of the potential risks and limitations of receiving treatment via telehealth.

Provide the client with his or her license or registration number and the type of license or registration.

Provide the client with written procedures to follow an emergency situation. This shall include contact information for emergency services near the client's location.

Each time a licensee or registrant provides services via telehealth, he or she shall do the following:

Verbally obtain from the client and document the client's full name and address of present location, at the beginning of each telehealth session.

Assess whether the client is appropriate for telehealth, including, but not limited to, consideration of the client's psychosocial situation.

Utilize industry best practices for telehealth to ensure both client confidentiality and the security of the communication medium.

These proposed regulations are now being reviewed by the Department of Consumer Affairs and are expected to be adopted by the end of 2015.

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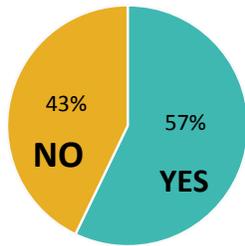
CASP Student Survey

Summary of Results (n=35)

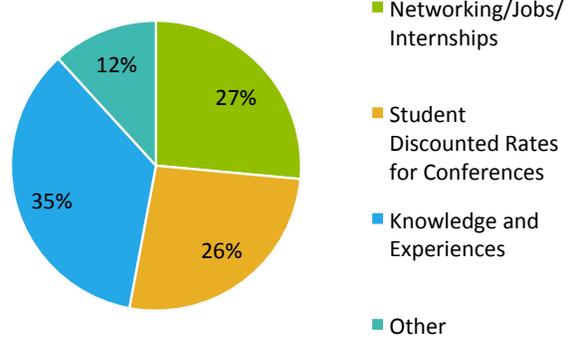
Spring 2015



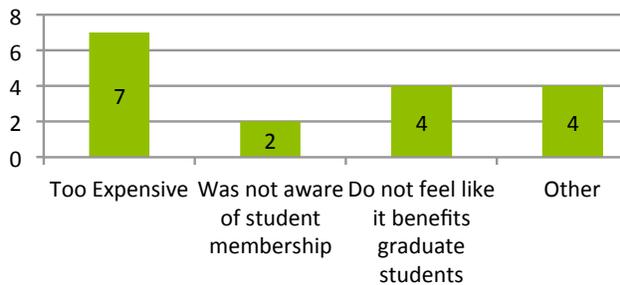
Are you a member of CASP?



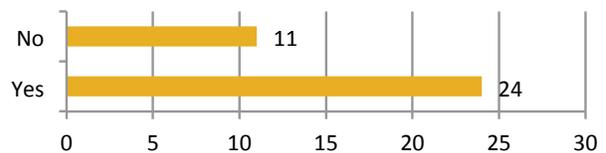
Why are you a CASP member?



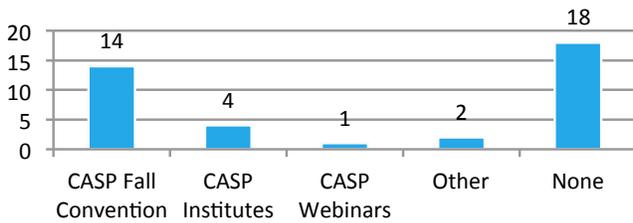
Why are you not a CASP member?



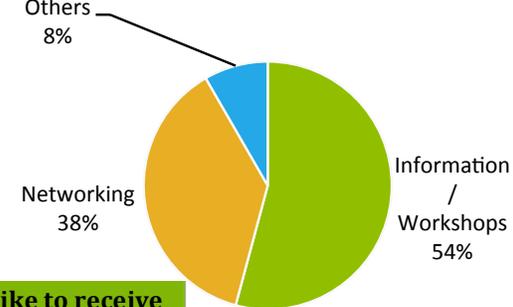
Have you ever visited the CASP website for information?



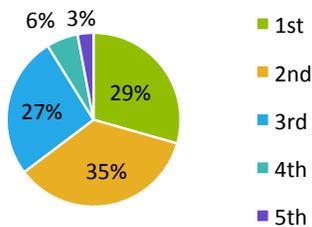
Event Participation



What Did You Like About CASP Events That You Attended?



Year in Program



What would you like to receive from CASP?

- Newsletters with updates in the field
- Professional Development/Training
- Mentoring
- Tips For New School Psychologists
- List of CASP members
- Law/Policy changes
- More Free Articles
- CASP position papers
- Graduate Student Resources
- Job/Internship postings
- Scholarships Information

Suggestions For CASP

- Newsletters
- Free Workshops For Students
- Decrease Cost for Students
- Communication Between Training Programs
- More Student Friendly Events
- Student Section on CASP Website
- Job/Internships Postings board
- Engage Students More

Degree Program

