



CVA-CASP NEWSLETTER

CVA-CASP is the Central Valley Affiliate of the California Association of School Psychologists (CASP) for school psychologists and other mental health professionals in the greater Fresno area.

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Membership

A message from our CVA-CASP president, Deeds Gill:

Greetings CVA-CASP membership!

Well...here we are...in the strange and surreal world of "self-quarantine"...."stay-at-home".... "wear a mask"....and my personal favorite "you're on mute!" We are spending a great deal of time on "Zoom" or "Teams" or "FaceTime", etc. For some it has been a learning curve and for others it's been ok. What I know for sure, is that seeing my colleagues faces for the first time on a Zoom call made my day! Made me realize how much I missed my work family. I know that my heart was full the day the CVA-CASP Board had its first virtual board meeting on Zoom! It was great to see their faces, smile, laugh and get some work done. All the while knowing that my oxytocin levels were on an all time high!

Your CVA-CASP Board has been working hard to build opportunities in this new world we are living in. As I have often said in previous newsletters and at CVA-CASP events... "these individuals are all volunteers who give up their time to advocate and build networks for all of us!" In addition, some CVA-CASP Executive Board members have taken part on Zoom meetings with CASP leadership and other affiliate leaders from across the state to collaborate and share ideas on how to continue to support our membership and also stay safe.

CVA-CASP has made some changes to our planned schedule of trainings. The Prevent-Teach-Response (PTR) Training will be postponed until we can come back to a typical face-to-face format. However, the Top 10 Strategies for Survival and Success as a New School Psychologist moved forward as planned on Zoom (5/22/20 from 9:00-11:30am). This training was FREE to CVA-CASP members!

As you read through the pages in this newsletter, you will see how Psychs from across the region are supporting their schools, their students, their families, and most importantly each other. At this point in time, we do not know what to expect in the Fall. Hopefully, we will be back in schools, but time will tell. Until then, stay safe, take care of each other and wash your hands!



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***If your district is not represented and you are interested in joining the CVA-CASP board, let us know!**

CVA STRONG, EVEN DURING A PANDEMIC

By: Ashley Trippel, CVA-CASP Past President

Our CVA-CASP Board has always prided ourselves in being one of, if not the, strongest functioning board in California. With the largest affiliate board in the state, we did not let our unique situation right now keep us from planning! As you can see, NINETEEN board members representing SIX districts and TWO universities took part in a virtual board meeting March 29th with a packed agenda. I just want to take this time to thank **each and every** CVA-CASP board member and remind all of you out there that these are all voluntary positions. Each board member contributes to the greatness that has become CVA-CASP and I am proud to call these people my colleagues and friends. Their dedication to not only the field, but to ensuring high quality professional experiences (with a twist of fun) throughout the entire Central Valley is unmatched. If you happen to know one of these incredible people, I encourage you during this time to send a quick email or text to let them know you appreciate their relentless work on behalf of us all. CVA-CASP would not be what it is today without **every single** person you see pictured.

CVA-CASP sends our very best to all the psychologists in the Central Valley and we hope you are doing your best to stay well and practice some self-care. If this board represents psychologists in the Central Valley, I know for a fact that our communities, staff members, families, and students are in the best hands in the nation.



By: Amanda Cantu, Fresno Pacific Student Representative

On January 17th of this new year, school psychologists, special education teams, interns and practicum students alike, gathered together at the Diagnostic Center of Central California for the highly anticipated legal training presented by Dee Anna Hassanpour and Kathleen A. McDonald of the fantastic legal team of Fagen Friedman & Fulfrost, LLP. (F-3) To no surprise, registration for this event filled quickly and all available seats (and then some) were filled with educators and life-long learners eager to learn or receive proper information as to how to fulfill our promise of Free Appropriate Public Education (FAPE) for our students, how to organize IEP meetings that ensure timeliness and participation of all parties, and how to develop IEP's for students that are truly individualized and paint an accurate picture of how our students learn and what they need to be successful.

Both presenters of the day brought their own unique experiences to the training content. While both specialize in special education law, they each have a background in many other areas that form a comprehensive team capable of equipping educators with the final word in best practices for ensuring quality services for all students.

Highlights from the presentation included detailed advice on using concise and consistent language throughout present levels to goal tracking. Themes woven throughout the presentation emerged such as eliminating ambiguity in writing, producing solid, detailed present levels so as to serve as a foundation for the IEP. Critical components of goal writing were presented as well as the encouragement of careful consideration for harmful effects, placement, and note-taking. Participants were offered clear examples and Dee Anna and Kathleen brought with it their experiences that made the training meaningful for everyone.

Participants walked away with current knowledge, tangible resources, and a sense of capacity to become better authors and team members to better serve all students and ensure adherence to legal guidelines.



By: Austany Macias, School Psychology Graduate Student

This March I had the pleasure of attending the CASP Spring Institute with the scholarship I was awarded from the CVA-CASP board. Our CASP leaders and presenters made it possible amidst the current pandemic to continue professional development from the safety of our home. While this year's CASP Spring Institute was held digitally, it did not diminish the learning opportunities.

There was an array of workshops to choose from ranging from student strands to professional. I was able to attend workshops that peaked my personal interest and become more knowledgeable in various areas. I particularly enjoyed attending the presentation on, "Legally Defensible Manifestation Determination Hearings". The presenter Carl D. Corbin, General Counsel, discussed the laws and regulations surrounding special education discipline. The presenter reviewed the basics of what are expellable offenses, who is required to attend the meeting, and who makes the final decision. He also spoke in length around what constitutes a change in placement and short-term removals. A key takeaway was to consider all of the student's disabilities, whether on the IEP or not, when considering if their actions are a manifestation of their disability. The last section of the presentation was focused on reviewing California case laws. Many cases revealed similar themes; teams need to exhaust all supports before moving forward with a change in placement and the power of an FBA.

I also appreciated Jason Johnson's presentation of "Resilience Can Be Taught: 4 Keys to Unleashing Resilience". These strategies and skills will be especially important as we return to work and help our students and staff face this collective trauma. While I was not able to physically network with educators from across the state, we still collaborated and posed questions to our presenters via Zoom. I value the workshops I was able to attend as they complemented the areas in my internship. I am grateful to have had the opportunity to continue my professional development. The knowledge I gained from these workshops will be essential tools for beginning my career this fall. Thank you CVA-CASP for allowing me this opportunity.



NASP CONFERENCE 2020

By: Natalie Peña Marquez, Fresno State Student Representative

This year ten Fresno State graduate students, including myself, had the opportunity to attend the NASP 2020 Annual Convention in Baltimore, Maryland. We were accepted to present our behavioral consultation projects during poster sessions, all thanks to funding received by the Faculty Sponsored Student Research Award (FSSRA) and the Associated Students Inc. (ASI).

At the convention, we had the opportunity to hear Wes Moore, this year's keynote speaker and the Chief Executive of The Robin Hood Foundation, share the story of two boys named Wes Moore, which he also published as *The Other Wes Moore*. The story is about two boys who were born in the same neighborhood, less than a year apart, and share the same name, Wes Moore. One of the boys grew up to be a Rhodes Scholar, decorated veteran, and White House Fellow. The other boy grew up to be a convicted murderer currently serving a life sentence. His keynote focus was: "The chilling truth is that his story could have been mine. The tragedy is that my story could have been his." He described different educational opportunities and how school psychologists and other educators can become leaders in their schools and communities, fostering support that can lead to success.

In between workshops, poster sessions, and walking in the exhibit hall, we took the opportunity to explore the historical city of Baltimore. Throughout the week, some of us toured the Peabody Library, Baltimore Aquarium, Edgar Allen Poe's grave, Walters Art Museum, and Mount Vernon. Since Baltimore is known to provide some of the most delicious seafood, we just had to try it. The sushi, fish and chips, and crab cakes were amazing, and the lobster rolls were the biggest hit amongst my cohort members!

Overall, it was a wonderful experience. We had the opportunity to attend and present a poster at NASP and to represent, not only Fresno State's School Psychology Program, but the entire Central Valley. The NASP conference was definitely an unforgettable experience that I hope many school psychologists and graduate students get to experience at least once in their career.



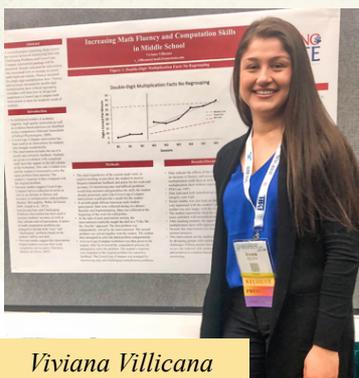
Natalie Peña Marquez exploring the Peabody Library



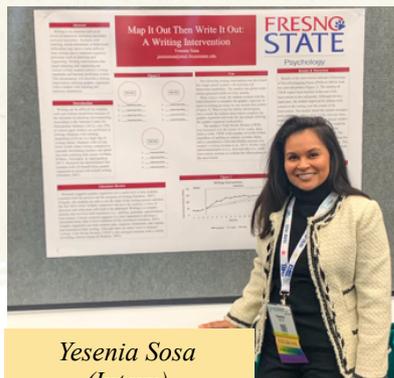
Several 2nd year cohort members with Dr. Wilson & Dr. Ni



2nd Year cohort eating delicious seafood



Viviana Villicana



Yesenia Sosa (Intern)



Brandon Hoshiko, Maegan Smith, & Elbria Wooley (2nd years)



Dr. Wilson and Mary Smith (Intern)

TOP 10 STRATEGIES FOR SURVIVAL AND SUCCESS AS A NEW SCHOOL PSYCHOLOGIST

**By: Misael Pelayo, Yosemite Unified Representative
and School Psychologist**

Central Valley Affiliate – California Association of School Psychologists (CVA-CASP) hosted a virtual training led by Deeds Gill and Ashley Trippel. The two of them have tremendous experience as school psychologists working for Fresno Unified School District. With their years of experience, they were able to provide valuable knowledge and provide examples for each strategy they presented. The different strategies that were provided were tied with the National Association of School Psychologist (NASP) ethical principles. The following were the ten strategies they mentioned.

1. The Student is Our #1 Client

The first thing to remember is that the student is our priority. We must ask ourselves what is best for the student and what needs we need to meet and how? It is not just about doing things because others are asking for it, but rather advocating for the student and making decisions based on the best interest of the student, even if this will make us less popular with others.

2. Setting Boundaries Will Set You Free

It is important for first-year school psychologists to be able to set boundaries. Being able to establish/identify what our role within the school is will help to not overwhelm us or cause burnout. Try to avoid becoming too much of a “yes” person. There is nothing wrong with saying yes to things, however we need to make sure we are able to take on the additional task and that doing so will not compromise our other priorities.

3. Time Management

As a school psychologist, there are many things we need to juggle and learn how to manage at once, such as IEP meetings, groups, report writing, crisis situations, etc. Learning how to best manage our time is essential. Some good strategies to use are organizational tools and calendars, these can be paper and pencil or electronic. No one system is best, we just need to figure out which works best for us, this process may be a trial and error, but it will be helpful.

4. Assessment is the Tree

The purpose of an assessment should not be to just present the results, rather we should be painting a picture by gathering information about all aspects of the student. We need to make sure to involve the parents, while speaking in parent-friendly terms, make reports legally defensible, and be mindful of your audience when presenting. We all know the technological jargon, but parents may not, we must be able to present the results in a way that they will understand.

5. Data is Your Friend

Data is a big factor in evaluating current practices. We do not need to be the data collector, but we are typically the best trained to analyze the data. We can train staff members to collect data and then analyze it to determine best practice interventions.

6. What to do When You Don't Know What to Do

As school psychologists we are often the ones who administrators, teachers, or staff members come to for answers. How do we navigate a situation when we don't know what to do? Having a “go-to” response is beneficial, such as, “I don't have an answer right now, but I can get back to you soon. If we cannot find an answer, teaming up with someone is a good.” We should try to build a network of go-to experts that we can rely on if we have questions or need help. Some strategies include finding a mentor within our district as well as staying in contact with old supervisors or university professors.

7. Communication is Key

One thing to remember is that communication is just not spoken language, it is also written and nonverbal. Being able to utilize clear and understandable communication in all forms is important. When speaking in meetings it is important to provide eye contact and be mindful of who we are speaking to by making sure what we are saying is understandable to parents and other members of the meeting.

8. Self-Care

Self-care, although not necessarily tied to a NASP principle, is important. As we know, this job can sometimes become stressful and overwhelming. how can we practice self-care when there is so much to do? Staying organized and having good time management is important, leaving work at work when possible is beneficial as well, however, if work is brought home, make sure to designate a time, get it done, and put it away.

9. Relationships Matter

As we know, school psychologists collaborate with a lot of different professionals to help students. Strong relationships with these other professionals are key to success. If we do not have the support of families and/or staff, it can become difficult to do our jobs efficiently. Getting to know your staff and connecting on a personal level takes time but is worth the investment.

10. Leadership

Whether we like it or not, we will become a leader in our school. We need to be able to communicate with different audiences while keeping the student at the center. Being able to model good emotional regulation skills and a solution-centered approach will be helpful as a model for others. Be proactive, if team members see that you are prepared, doing research, and reaching out to experts, it will make them more likely to view you as a leader.



A GENERAL “HOW-TO” FOR CURRENT SCHOOL PSYCHOLOGY GRADUATE STUDENTS

By: Yesenia Sosa, KCUSD Representative

In a school psychology graduate program as a future school psychologist, you are barely getting started learning about the field. At the practicum level, you should think and reflect on the type of psychologist you would like to be and decide where you would prefer to work in regards to district, school setting, programs, etc. Come internship you have a better understanding of the role. Although districts vary in what they look for in potential interns/employees, there are many things to take note of and start doing now in graduate school to better prepare you for the application process. Consider the following tips as provided by current practicing school psychologists within the Fresno/Clovis area:

Practicum

- Start your practicum experience as soon as possible and advocate for a variety of experiences that range in different age groups, disabilities, school districts, or specialized programs.
- Make sure you stand out! Make yourself unique and don't do the same thing as all of your classmates- go above and beyond what is required.
- Start testing and writing reports as soon as possible. Write more than is required by your program.
- State your interests or areas of need for development and ask for opportunities in that area
- Ask for independent responsibilities and feedback. You're not expected to be perfect at this stage. Don't be afraid to make mistakes and to learn from them.

In order to get the most out of your practicum experience you should take into consideration and think to:

- Ask as many questions as you can
- Before you start, look at the semester evaluation form that your supervisor will use to evaluate you to make sure you have cover as many of the expected/ relevant areas. Share and review form with your supervisor if you are comfortable. Your supervisor should also have some idea of their personal areas of expertise / interest to guide you. You may supplement this with your own research.
- Take an inventory of your supervisor's strengths. Reflect and think about your supervisor's weaknesses, what would you do differently? How might you have approached that situation/case differently?
- Take an inventory of the systems at their school site; what are the referral practices for SST meetings, what are the interventions that are available? How and when do students access supports? Does their site have any specialized systems (PBIS/RTI)?
- Determine what the perceived role of the school psychologist is by having conversations with all staff (IAs, teachers, admin, supplemental service providers).
- Take advantage of learning opportunities; request to do observations, interviews, file reviews, assessments (if appropriate), attend meetings, and present findings of things you were involved in.

- Focus on understanding the most common areas of eligibility under SPED
- Observe programs (SDC, RSP) at their site and spend time really understanding why those students are in those programs.
- Stay connected with previous supervisors; they will be a great resource for you through internship.
- At the end of your second year, talk to your practicum supervisor on creating a mini panel interview to prepare you for internship.
- The NASP Practice Model (10 domains of practice) can give you an idea for particular areas that you may want to focus on if you have not had a chance from previous practicum experiences. (<https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-implementation-guide/section-i-nasp-practice-model-overview>)

Praxis

- Utilize practice tests from the publisher
- Consider studying with a group, dividing the work, and quiz each other
- The exam can be scenario based so think back to coursework and experiences at your sites
- Refer to Best Practices articles since the exam is developed by NASP
- Brush up on special education laws, acts, and provisions as well as theories of intelligence

Internship

What can you expect during internship?

- Expect to work hard, be overwhelmed, persevere and to learn a lot about yourself!
- You will be expected to do the work with minimal supervision and understand the areas of eligibility for special education.
- You will be expected to select test material to assess in areas of concern and write full reports with minimal supervision.
- Facilitate IEP meetings.
- Provide recommendations to the IEP team based on assessment results with minimal supervision.
- Make sure you are satisfying your program requirements and personal needs. Remember that this is likely to be the last chance to receive consistent feedback to help you learn and prepare for your career.
- You may encounter some personal/stylistic differences between you and your supervisor. If you are unsure, ask... They might learn something from you! Or they may allow you to do things the way that you prefer. Or, this may help you to understand some of the district policies and practices.
- Be sure to receive training on the district-specific practices and expectations. By the second semester, you should be prepared to be essentially independent in that district and your school site(s).

A GENERAL “HOW-TO” FOR CURRENT SCHOOL PSYCHOLOGY GRADUATE STUDENTS

Take-aways from Internship year:

- You should feel confident to be independent as a school psychologist. Although that doesn't mean that you shouldn't continue to ask for help or consultation going forward.
- You will learn a lot about the role of the job, how to multi-task, and prioritize your responsibilities. You'll learn a lot about what you want your role to be.
- You will learn how to manage timelines, assessment procedures and report writing, presenting information at meetings, systems at the school site, and have some exposure to specialized programs/populations.

Resume/CV

What should be included?

- Collegiate Academic achievements- projects, FBA, etc.
- Degree and/or expected degree graduation date
- Publications
- Practicum sites
- Professional organizations
- Experiences related to the field
- Internship experience
- References
- Include any other skills that are beneficial to the job (i.e. bilingual, etc.)
- Make yourself stand out, but be honest!
- Include job experiences, special skills, special assets you can bring to the district and school site(s)- anything that will give employers a sense of who you are.
- Try to make it as brief as possible- aim for 1 page. If you have more to say, say it in the interview!

Letters of Recommendation

- Ask both supervisors and professors – it is best to ask supervisors who work for the district you are applying for to write a letter, if possible.
- Make sure recommenders include their contact information so employers can follow-up with them as needed.
- Employers look for positive work traits- hard working, trustworthy, reliable, etc. and skill ability to do the job effectively.
- Employers look at character traits- easy to work with, respectful, good communicator, etc.
- Employers look at how strongly the person recommends you for the job (i.e. generic vs. letters describing the traits of the person and why they would be a good candidate).

Interview

What to bring?

- Bring your portfolio (resume, letters of recommendation, report samples, behavior intervention plans, certificates, specialized trainings, etc.) and offer to leave it with the interviewers.

Potential Questions

- Call attention to any languages or different cultural experiences that you have had.
- Give detailed answers. The panel may not ask follow-up questions, so you need to make sure you say everything you want to say.
- Search online for sample questions and practice answering all of them.
- Make sure to sell yourself and express the interest you have in working for that particular district.
- They will be interested in knowing your background, schooling, experiences, etc.
- They may ask about what types of assessments you are familiar with and what do they measure?
- Problem solving questions- how you respond to a crisis, or difficult parent, how do you work with others, etc.
- Cultural responsiveness- how do you work with students with diverse backgrounds?
- Ability to analyze assessment data.
- Be prepared to answer questions about special education laws

Ask the Interview Panel

- What are they looking for in an intern?
- Ask a question specific to a district- what makes your district unique? Etc.
- Are there any opportunities for professional development?

Qualities to have

- People skills
- Communication skills
- Reliability
- Tenacity
- Trustworthy
- Team player
- Professionalism
- Willingness to learn
- Conflict resolution skills

A special thank you to Simon Villalobos, Tristan Kuizenga, Elizabeth Nixon, Cy Hiyane, and Hannah Lindsey for contributing the above mentioned tips!

Central Unified School District

By: Adriana Sanchez, CUSD Representative and School Psychologist

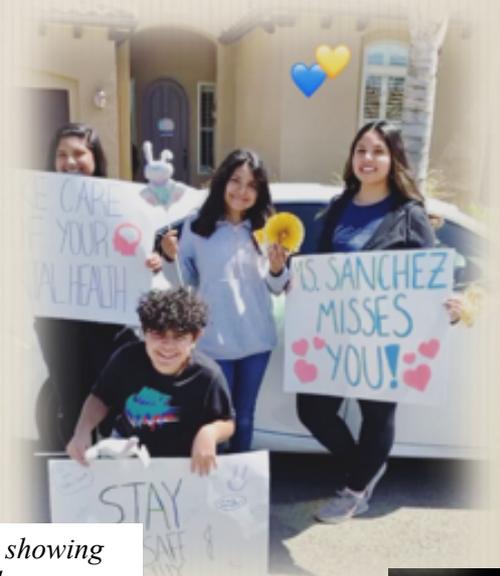
Amidst these unexpected and challenging times we are experiencing, it has become evident that together, we have been able to make grand strides to help support our students and parents. Teachers are the forefront of providing instruction to our students but most importantly, they help bring students comfort and joy in knowing that they are one of their biggest supporters. While distance learning has impacted the traditional way in which teachers connect with our students, they have risen to the challenge and have gone above and beyond by connecting with students through platforms such as Google Classroom, Zoom, YouTube, etc. Our principals and vice principals have also been working diligently to provide support and continue demonstrating to our students that they remain central in our thoughts through weekly messages through ParentSquare and organizing innovative ways to share thoughtful messages such as through car parades or picture collages. Many schools such as Herndon-Barstow Elementary and Madison Elementary partook in fun and heart-felt car parades in which staff members' cars were decorated and displayed messages to let students know how much they are missed. Meanwhile, students and their parents patiently waited to see familiar faces drive by their neighborhood. Our school psychologists and counselors have also continued to provide social-emotional support to our families by providing check-ins with students/parents and also creating phenomenal videos on a myriad of topics ranging from mindfulness, CBT, to how to maintain structure in the home setting. Lastly, to our graduating class of 2020, we will be able to recognize their hard work and accomplishments through a virtual ceremony coming up, soon!

In addition to our teachers', administrators', and support staffs' efforts to support our students through distance learning, our district has been fortunate enough to be able to help support our parents and students by providing resources.

Since the initial school closure, we have been able to provide the following:

- Free breakfast and lunches
- Chromebooks for distance learning use
- Free/low-cost internet options in affiliation with Comcast and Xfinity
- Central On-Call
 - Free, call-in tutoring service designed for students to help support beyond the classroom in the areas of language arts/math

While the uncertainty of the direction we will move in continues to exist, what is certain is that we will continue to adapt as needed to be there for our students and parents. On behalf of Central Unified, we wish you all health, safety, and calmness.



School Psychologist, Adriana Sanchez, showing support during Madison's parade.

Fresno Unified School District

By: Julia Picher, FUSD Representative and School Psychologist

There have been many changes for us in FUSD since the March 13th district closure of schools was initiated. There are some heart warming stories that arise in difficult times as these, and Fresno Unified has many. Our district superintendent Bob Nelson is leading our district with his heart and passion for students and staff. We have given out 53,000 devices to students thus far and have served over 2.2 million meals to our families. Bob Nelson's advice to fellow educators is: "Walk the calm walk. To model those sorts of social emotional behaviors that you want to see present in your own community. Rise to the moment. Be present for your people and model the calm walk you want them to walk as well." School psychologists in FUSD have been busy supporting teachers with virtual learning, handing out devices for students, and passing out meals to families.



At Ewing Elementary Becky Pings, an Autism 1-3 grade teacher created You Tube videos for her students that have been shared across the state. In her words: "You can close our schools but you cannot close our hearts." We are proud of her! Our superintendent, Bob Nelson, shows his commitment to our students during an interview that was widely viewed. "You can't really fall into special education services, you have to be called to that work and have the heart for serving kids that have a high degree of need and are really potentially vulnerable by loving them, honoring them, respecting them, just leaning all the way in on the work they do every day. That's about as special as it can get." We are all proud to be part of Fresno Unified family and the amazing work that is happening in our district despite COVID-19!



School Psychologist Russell Raypon delivers a laptop to a student at Wawona School on April 15. In support of distance learning after the closure of schools, the district is making sure all students who want one have a tablet or laptop.

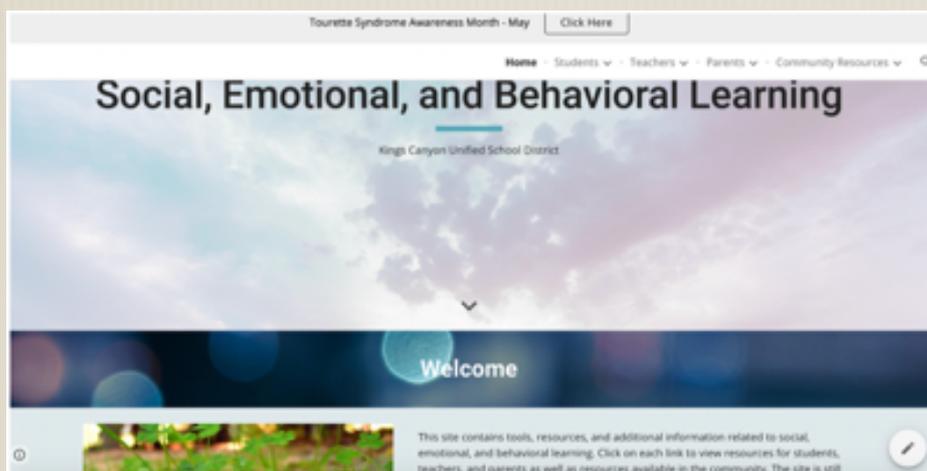
Kings Canyon Unified School District

By: Yesenia Sosa, KCUSD Representative

On March 16, 2020, Kings Canyon Unified agreed to begin distance learning. On this day, the students collected educational packets created by their teachers to complete while at home during the COVID-19 pandemic. All of the schools in the district created a short video of their school staff, showing words of support and encouragement. The support staff, like school psychologists, the Behavior Intervention Team, and social workers, are creating a video, too. KCUSD created a Social, Emotional, and Behavioral Learning website filled with resources and tools for students, teachers, parents, and the community. The district website includes helpful videos and resources that would be beneficial during this uncertain time.

For those graduating high school seniors, the district came up with a plan to record every senior walking across the stage. The video would be edited to look like a typical graduation ceremony.

The district has distributed Chromebooks to students as part of their distance learning. Breakfast and lunch meals are accessible to all students at KCUSD. Lunch staff even wrote words of encouragement on bananas! Specific times and locations can be found on the KCUSD website. All schools and the Educational Support Center are open for phone calls. If in-person assistance is needed, appointment times can be arranged.



Fresno County Superintendent of Schools

By: Hillary Reid, FCSS Representative and School Psychologist

Fresno County Superintendent of Schools is currently working to adapt to the COVID-19 school closures. In this difficult time, FCSS is working to balance providing legally defensible guidance and continuing to provide support services including providing social emotional resources to staff, students, and families. FCSS SELPA has also worked to facilitate conversations and collaboration between the educational agencies within Fresno County to provide a place for problem solving, sharing and mutually agreed upon solutions with different needs and perspectives in mind.

Beyond administrative and legal timelines, school psychologists are working to address one of the most pressing needs continuing during school closure- social-emotional well-being. School Psychologists within FCSS have stepped up to address the needs of their students by finding various platforms to provide direct counseling and parent support such as Google Voice, Microsoft Teams, Remind, phone calls, Class Dojo, and other virtual platforms. Although school closures have been a challenging situation, for some it has opened the doors to create a deeper connection to students and their families. It has also pushed our profession to find new methods of providing support that is more comfortable for some families. In some situations, tele-therapy has even led to breakthroughs in counseling as some students feel more comfortable and less inhibited when not face-to-face.

In terms of resources, several of our FCSS school psychologists in partnership with All 4 Youth have created visually appealing infographics to support parents with recognizing signs of distress, tips to try at home, and resources. Others have gone above and beyond to support their communities/staff by distributing resources and fun self-care activities. Despite the difficulties brought on by school closures, school psychologists at FCSS are collaborating and consulting together as a team to go above and beyond to meet the social emotional needs of the families and schools they support.





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