



# Spring Conference 2021



Virtual Setting  
January 29<sup>th</sup> and February 5<sup>th</sup>, 2021

## Spring 2021 Sessions At-A-Glance



### January 29, 2021

Student Posters Available all day

Time	Speaker	Topic/Title
8:00-9:30	Ben Fernandez, MS.Ed. <i>Loudoun County Public Schools</i>	Lessons learned during COVID-19: Opportunity out of crisis
10:00-11:30	David Jacobi, PhD <i>Rogers Memorial Hospital</i>	Stress and Anxiety in Youth
LUNCH 11:30-12:30	Awards Ceremony and Recognition	
12:30-2:00	Celeste Malone, PhD <i>Howard University</i>	Creating Culturally Affirming Environments for Minoritized Youth
2:30-4:00	Laurie Klose, PhD <i>RespectED, LLC</i>	Let's Get Ethical, Ethical: Using ethical problem solving to address challenges in school psychology
4:30-6:30	Virtual Happy Hour Piano Fondue Student Spirit Competition (cancelled)	

### February 5, 2021

Employment Fair: 8 am to Noon; Student Posters Available all day

Time	Speaker	Topic/Title
8:00-9:30	Matt Bell, EdS, JD <i>Boardman Clark</i>	Back to the Classroom: Serving the Needs of Students with Disabilities Returning from Virtual Learning
10:00-11:30	Jessica Hasson, PhD <i>Quince Orchard Psychotherapy</i>	Supporting Students (and Parents) with Virtual and Hybrid Learning: Tips for Working with Neurodiverse Students
LUNCH 11:30-12:30	No Scheduled Activity	
12:30-2:00	Sybil Baker, LCSW Caryn Curry, LCSW <i>Center for Childhood Resilience Lurie Children's Hospital of Chicago</i>	Striving to be your Best Self: The Application of Adult SEL Skills to Successful and Equitable SEL Virtual Practices
2:30-4:00	Lisa Kelly Vance, PhD <i>University of Nebraska Omaha</i> Lauren Mangus, PhD, NCSP, LLP <i>Wayne State University</i>	Self-Care in the Roaring 20s

The Wisconsin School Psychologists Association (WSPA) is approved by the National Association of School Psychologists to offer continuing education for psychologists. WSPA is recognized by the State of Wisconsin for providing continuing education for licensed psychologists and licensed private practice school psychologists. WSPA maintains responsibility for these programs and their content.

## Special Events

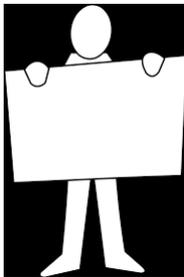


### Vendors

During the breaks, make sure you stop by the vendors in the Exhibit Hall. They are here to support school psychologists. Check them out and see what is new.

### WSPA Awards & Recognition

Your colleagues are making a difference in Wisconsin. We are celebrating student scholarship awards as well as the school psychologist of the year. Come to the lunch program on Jan 29<sup>th</sup> for the School Psychologist of the Year. All Award Recipients will be linked to the WSPA Booth in the Exhibit Hall. Please acknowledge and recognize their accomplishments.



### WSPA Poster Session

Take a virtual gallery walk to check out the amazing posters representing research at the various institutions in Wisconsin. You can also take a short jaunt through the Illinois student posters too! A lot of effort goes into these posters and the presenters would LOVE to share with you what they are working on!

### ISPA/WSPA Association Party

Join your colleagues for a virtual evening of relaxing and networking while listening to Piano Fondue on Jan 29 from 4:30-6:30 pm. Check it out! Work Hard...Play Hard!



### Virtual Networking & Engagement

Make sure you spend time exploring the virtual platform with options to visit the Exhibit Hall, network with other participants, and engage presenters with thoughtful questions.

## Session Descriptions

January 29, 2021

8:00-9:30 am **Lessons learned during COVID-19: Opportunity out of crisis** by Ben Fernandez, MSEd

The COVID 19 pandemic has not only changed how schools educate their student but also how they provide mental health services such as crisis intervention and suicide prevention. Like any crisis, the pandemic has created the potential for positive and negative outcomes, which lead to lessons learned that can enhance the work of crisis intervention teams in future. One of the biggest challenges faced is the continuity of operations given the ongoing uncertainty and changing learning environments, which has required many teams to quickly adapt and retool how they serve student needs. This presentation will discuss challenges that school crisis intervention teams are experiencing as well as how teams have adapted to successfully meet these needs in their school communities.

*Learning Outcomes:*

1. Explain the concept and value of continuity of operations as related to crisis intervention services
2. Identify COVID related impacts that are changing the way crisis teams respond to student and school needs.
3. Identify key lessons learned to improve future prevention and intervention practices in their districts.

10:00-11:30 am **Stress and Anxiety in Youth** by David Jacobi, PhD

This presentation will offer a comparison between the stress experienced by children and teens and clinically significant anxiety disorders. Further, interventions to manage each of these types of issues will be offered with an emphasis on cognitive behavior therapy-based interventions including exposure therapy. When a child struggles with an anxiety disorder family members and others close to the child often intervene to reduce the child's distress and improve function. We will discuss the role of symptom accommodation, how it impacts treatment interventions, and how families and others can pull back these accommodations to improve treatment outcomes.

*Learning Outcomes*

1. Describe three essential elements of exposure therapy
2. Describe at least two strategies to reduce symptom maintaining behaviors

12:30-2:00 pm **Creating Culturally Affirming Environments for Minoritized Youth** by Celeste Malone, PhD

Ample evidence suggests that PK-12 students experience racism and other forms of discrimination in school and that these experiences have a deleterious impact on their mental health. Several studies have shown a consistent and strong relationship between racial discrimination and negative mental health outcomes including increased depression and anxiety, decreased self-worth and self-esteem, as well as psychological maladjustment. The focus of this presentation is to provide an overview of the literature and identify strategies for school psychologists to work towards creating school climates that are safe for all students, but especially for those who are members of racial and ethnic minoritized groups. Specifically, attendees will learn strategies to advocate for culturally affirming school environments, engage in culturally responsive practices, and develop cultural humility.

*Learning Outcomes*

1. Increase their knowledge of microaggressions and other forms of discrimination

2. examine the role that racial microaggressions play in shaping racial and ethnic minoritized students' mental health and perceptions of school climate
3. implement school-based interventions to promote culturally affirming school environments

**2:30-4:00 pm Let's Get Ethical, Ethical: Using ethical problem solving to address challenges in school psychology** by Laurie Klose, PhD

This session will focus on the 2020 Principles for Professional Ethics as the framework for examining ethical responsibilities of school psychologists. Available resources will be presented and utilized in a problem-solving approach to resolving ethical dilemmas. Scenarios will be discussed that are relevant to practice in the current climate of public health crisis and social unrest. Be prepared to participate, learn something new and take away tools to make your professional functioning more ethical and just.

*Learning Outcomes*

1. Practice using a problem-solving model to address ethical issues.
2. Discuss and examine various sources of influence that can contribute to ethical dilemmas, particularly related to equity, access, social justice and anti-racist policies and actions.
3. Discuss accepted and evolving standards and principles pertaining to different scenarios in the current school and community environments.

February 5, 2021

**8:00-9:30 am Back to the Classroom: Serving the Needs of Students with Disabilities Returning from Virtual Learning** by Matt Bell, EdS, JD

Classrooms are opening up and students are returning from their extended quarantines and once again able to receive in-person instruction. It is fantastic to hear the slam of locker doors, the recess bell ringing, and laughter in the hallways! However, not all students have benefited from the virtual instruction provided during quarantine, and students with disabilities may have been particularly negatively affected. What are districts' responsibilities to address those negative effects and the legal consequences if they do not. If districts do have a responsibility to address educational losses resulting from extended quarantines, how can that be accomplished? Participants will be able to address these questions and further serve the needs of returning students with disabilities.

*Learning Outcomes*

1. Understand the concept of compensatory education and the legal authority of state educational agencies and administrative law judges to order compensatory education.
2. Understand the potential consequences of failing to address regression or lack of progress experienced by students with disabilities.
3. Develop a process for identifying students with disabilities who experienced lack of progress or regression and identify interventions to address that lack of progress or regression.

**10:00-11:30 am Supporting students (and parents) with virtual and hybrid learning: tips for working with neurodiverse students** by Jessica Hasson, PhD

During this unprecedented time, teachers, students, and caregivers have been tasked with adapting to a new method of education: virtual and hybrid schooling. In addition to the obvious differences in delivery method (online versus in person), there are a number of other significant differences between in-person and virtual/hybrid schooling that can impact the educational attainment of students. For example, virtual schooling requires strong executive functioning abilities of students, often requiring more than what they are capable of doing on their own. As

a result, caregivers are being asked to serve as educational facilitators, a role few have been prepared for. This placed more stress on the family system and this ultimately impacts education, as the student is less available emotionally, mentally, and sometimes physically, for learning. This presentation will discuss some of the differences between virtual schooling/hybrid schooling and in-person schooling. However, the focus will be on identifying methods to support virtual learning for both caregivers and students. A special focus will be on how to serve neurodiverse students and to assist caregivers in creating a home-learning environment conducive to their students' unique learning style. I will also discuss strategies teachers and school staff can implement to assist with the learning needs of neurodiverse students.

*Learning Outcomes*

1. Participants will be able to identify three ways that the virtual learning environment differs from the in-school environment
2. Participants will be able to discuss five at-home accommodations that caregivers can make to assist their student with virtual learning.
3. Participants will be able to identify the symptoms of "zoom fatigue" and discuss three ways to address it with caregivers and students.
4. Participants will be able to discuss at least three ways to support the social-emotional needs of parents and caregivers during periods of virtual/hybrid learning.

12:30-2:00 pm            **Striving to Be Your Best Self: The Application of Adult SEL Skills to Successful and Equitable SEL Virtual Practices** by Sybil Baker, LCSW & Caryn Curry, LCSW

*Learning Outcomes*

1. Learn what it means to practice with an SEL lens
2. Apply the five CASEL competencies to their virtual practice
3. Be able to distinguish between equitable and inequitable SEL practices in their clinical work with students
4. Learn at least 2 strategies to support school staff in their virtual implementation of SEL practices

2:30-4:00 pm    **Self-Care in the Roaring 20's** by Lisa Kelly Vance, PhD & Lauren Mangus, PhD, NCSP, LLP  
Given such an unprecedented year, and unprecedented times, self-care is more important than ever. School Psychologists have had their bandwidth taxed, and self-care is vital to build resiliency, while also preventing compassion fatigue and burnout. Participants in this session will learn about self-care and will leave with tools for their toolbox, while providing opportunities for collaborative support.

*Learning Outcomes*

1. understand the importance of self-care
2. learn strategies for sustainable self-care
3. learn strategies for helping colleagues and students with self-care

## **Friendly Reminders....**

The WSPA Conference is provided as an open forum and exchange of ideas and opinions. Opinions that are expressed by the presenters and participants do not reflect endorsements by the Wisconsin School Psychologists Association's Board of Directors. Please remain tolerant and respectful of others' opinions.

## **WSPA Employment Fair**

The WSPA Employment Fair will take place on Friday, February 5, 2021 from 8:00 A.M. to 12:00 P.M. Position openings in internships and employment from Illinois and Wisconsin will be represented this year, and members will have an opportunity to meet virtually with representatives from the many districts that attend. Districts will have the opportunity to highlight their openings for all who are interested.

### **For Interviewees:**

If you are seeking a school psychologist employment or internship position, you need to indicate so on your registration form. You will then receive a link to the virtual job fair **after January 15, 2021**. Please go to link prior to the job fair to set up your profile and upload a 2-3-page resume. Resumes will be shared with all of the districts after the job fair is completed. There is no additional charge beyond the one-day registration fee.

### **For Interviewers:**

If you would like to post a position opening and/or attend the Job Placement Bureau to interview potential employees/interns, please do so by indicating this on your registration form. Once your registration has been processed you will receive a link to the virtual job fair, **after January 15, 2021** to set up your booth. Information of how to complete this will be included with the link and a virtual training session offered will be offered on January 22, 2021. Districts must have one person register on Feb 5 AND pay an additional \$50 fee for the vendor space.

If you have any questions, please contact Rob Dixon ([rdixon@uwlax.edu](mailto:rdixon@uwlax.edu)).

## Presenter Biographies



**Benjamin S. Fernandez, MS. Ed**, completed his graduate studies in School Psychology at Bucknell University (Lewisburg, PA) and has worked as a school psychologist in Pennsylvania and Virginia with over 24 years of experience as a practitioner. Currently, he works as a lead school psychologist in Northern Virginia providing leadership to school psychologists and a broad array of psychological and school-based mental health services including assessment, consultation, counseling, prevention, and intervention. In addition to these duties, he is a PREPaRE WS1 and WS2 master trainer and is responsible for training school employed mental health staff for his district. He serves as a crisis team leader and assists with the implementation of crisis intervention services by maintaining and updating the crisis team operations plan, response consultation, and leadership. Additionally, he has contributed to presentations, articles, books, and webinars related to youth suicide, PREPaRE, and school safety and crisis intervention on the local, state, and national levels. He has testified before the Senate Committee on Health, Education, Labor, and Pensions, the Federal Commission on School Safety, the Congressional School Safety Caucus, and served as a member of the Governor of Virginia's Children's Cabinet on Student Safety. Most recently, Mr. Fernandez contributed to the Virginia Department of Education's Suicide Prevention Guidelines. In 2010, he was named School Psychologist of the Year by the Virginia Academy of School Psychologists and in 2012, he was named School Psychologist of the Year by the National Association of School Psychologists.



**David M. Jacobi, PhD**, is a licensed clinical psychologist who specializes in using cognitive behavioral therapy for the treatment of OCD and anxiety disorders. Dr. Jacobi serves as the lead psychologist of Child and Adolescent CBT Services for Rogers Behavioral Health System. He provides clinical consultation and supervises the work of the behavioral specialists in OCD and Anxiety Center Children's Residential Care as well as in the OCD and Anxiety disorders partial hospitalization and intensive outpatient care at several Rogers locations in Wisconsin.



**Celeste Malone, PhD, MS**, is an associate professor and coordinator of the school psychology program at Howard University. She received her PhD in school psychology from Temple University and completed a postdoctoral fellowship in child clinical and pediatric psychology at the Johns Hopkins University School of Medicine. Prior to obtaining her doctorate, Dr. Malone received her master's in school counseling from Johns Hopkins University. Her primary research interest relates to multicultural and diversity issues embedded in the training and practice of school psychology. Specifically, Dr. Malone focuses on multicultural competence, the ability to work effectively with diverse populations through the application of cultural knowledge and to demonstrate awareness of and sensitivity to cultural issues. The overarching themes of her research are as follows: 1) development of multicultural competence through education and training, 2) diversification of the profession, and 3) the relationship between culturally competent practice and PK-12 student outcomes. Related to her interest in professional issues in school psychology, Dr. Malone has continuously held leadership positions in psychology professional associations. She currently serves on the National Association of School Psychologists (NASP) Board of Directors as the strategic liaison for the social justice strategic goal. In that capacity, Dr. Malone works closely with NASP boards and committees to develop and implement programs and activities to address social justice issues in school psychology and education. Additionally, Dr. Malone is an elected member of the American Psychological Association (APA) Board of Educational Affairs, the governance group which develops policies for education and training in psychology.



**Dr. Laurie McGarry Klose** is the owner and CEO of Respected, a consulting firm that provides services to schools and families. She has served as a faculty member at Trinity University and Texas State University, including serving as the Director of Assessment for the Clinic for Autism Research, Evaluation and Support and University Assessment and Counseling Clinic, and as a school psychologist for 12 years in California, Massachusetts and Texas. Leadership positions include President of Texas ASP, Delegate, SE Delegate Representative, numerous state and national committees and the Chair of the NASP Ethics and Professional Practices Board. Laurie is the President Elect of National Association of School Psychologists.



**Matthew W. Bell's, EdS, JD** practice is primarily focused in School Law. Matt has over 15 years of experience in representing school districts. Prior to joining Boardman Clark, Matt worked for the Madison Metropolitan School District for ten years, first as an Associate General Counsel and, most recently, as its General Counsel. Prior to working for the Madison School District, he was an attorney in Michigan working in the special education area. In his time at Madison Schools, he represented the District in administrative hearings, proceedings before all levels of Wisconsin courts, represented the District in mediations, IEP team meetings, manifestation determinations, and Section 504 team meetings, and consulted with district administrators regarding a wide variety of topics, including family law, pupil records, juvenile delinquency, employee discipline, Section 504, ADA, and Title IX. He also provides representation in the areas of discrimination and harassment claims. Prior to his time as an attorney, Matt worked as a school psychologist and director of special education.



**Dr. Jessica Hasson** received her doctoral degree in clinical psychology from Sam Houston State University in Huntsville, Texas. She completed her predoctoral internship at the Superior Court of DC Child Guidance Clinic, followed by a postdoctoral fellowship in the Office of Forensic Services at Springfield Hospital Center in Sykesville, Maryland. Prior to joining Quince Orchard Psychotherapy, Dr. Hasson was a core faculty member in the doctoral program at the American School of Professional Psychology at Argosy University, Northern Virginia, where she taught doctoral level courses on psychological assessment. Dr. Hasson is licensed as a psychologist in Maryland, Virginia, and Washington DC. She specializes in psychological assessment, including psychological evaluations, psychoeducational evaluations, and forensic evaluations. In addition to conducting assessments, she regularly runs workshops on assessment for licensed psychologists in the area, including for local universities, psychological associations, state hospitals, and attorneys. She has experience participating in IEP meetings and testifying in court. She has been qualified as an expert in both criminal proceedings and educational hearings. Dr. Hasson is also a published author. She has presented over 50 times at state, national, and international psychology conferences and has published book chapters and peer-reviewed journal articles on assessment. She is the author of the book, *Essentials of Rorschach Assessment: Comprehensive System and R-PAS and the Remote School Recommendations white paper published by PAR.*



**Sybil Baker, LCSW** joined the Center for Childhood Resilience in 2014. Ms. Baker is the Tier II lead for the team, organizing and evidence-based trainings and on-going supported implementation for school-based clinicians on a variety of interventions including Cognitive Behavioral Intervention for Trauma in Schools (CBITS), Bounce Back, and Anger Coping. She also provides consultation, coaching and training to school districts, after-school programs, and community organizations on the development and implementation of trauma-informed practices. In addition, Ms. Baker has worked with school districts in Chicagoland to support the development and sustainability of Behavioral Health Teams (BHTs). In 2016, Ms. Baker was presented with the Social Work Exemplar Award from Lurie Children's Hospital for excellence in her field.

Prior to joining CCR, Ms. Baker partnered with the team for five years as an implementation trainer for multiple Tier II interventions. She served as a Type 73 school social worker, ACES Counselor and Behavior Intervention Specialist in both public and charter schools in Chicago for nine years.

Ms. Baker graduated from the University of Chicago's School of Social Service Administration. She obtained a post-master's Certificate in Advanced Practice in Schools from Loyola University Chicago, Family & School Partnership Program.

Ms. Baker has been a certified CBITS regional trainer since 2011 and a certified Bounce Back regional trainer since 2016.



**Caryn Curry, LCSW**, is a Mental Health Consultant at the Ann and Robert H. Lurie Children's Hospital of Chicago, Center for Childhood Resilience, where she builds the capacity of schools and youth-serving community-based organizations to meet the social, emotional and mental health needs of children. Her work focuses on training, coaching and on-site support to educators and other practitioners in the areas of trauma responsive practices, social and emotional learning, and racial equity.

Ms. Curry has over 30 years' experience working on behalf of children and families as a practitioner, program director, manager and consultant in hospital, residential, community-based and school settings. She has largely devoted her career to supporting organizations and families to nurture the social and emotional well-being of children and facilitate their ability to thrive in school and life.

Ms. Curry earned her B.A. in Psychology and Social Relations from Harvard University, and an M.A. in Clinical Practice from the University of Chicago, School of Social Service Administration. She has also earned certificates in Social and Emotional Intelligence for Leadership and Coaching from the Wright Graduate University for the Realization of Human Potential.



**Lisa Kelly-Vance, Ph.D.** began her career as a School Psychologist in Council Bluffs, Iowa serving children birth through 21 and leading the early RTI initiatives. She is a Professor of School Psychology at the University of Nebraska Omaha and serves as the Program Director. Her research and applied interests are assessment and interventions with preschool children in the context of play, mental health in early childhood, school-based academic and social interventions, prevention, and self-care. She is a Past President of the National Association of School Psychologists, the Iowa School Psychology Association, and the Nebraska School Psychology Association.



**Lauren Magnus, PhD, LP, NCSP** is an Assistant Professor-Clinical and the Program Director of the School & Community Psychology Program at Wayne State University in Detroit, MI. Previously, she had worked as a school psychologist in the Metro-Detroit area for over a decade. Her research and applied interests include risk and protective factors, MTSS, consultation, self-efficacy and motivation, school climate and belongingness, and self-care. In addition to her university responsibilities, she provides psychotherapy to children, adolescents, and families in Metro-Detroit. She is also currently President-Elect of the Michigan Association of School Psychologists (MASP).

# Spring Conference Fees

	WSPA Member	Retired or Student Member	Non-Members
One Day Jan 29 OR Feb 5	\$90	\$45	\$120
Two Days Jan 29 AND Feb 5	\$150	\$70	\$180

**Employment Fair:** One Day Registration (Feb 5); No additional cost to attendees; \$50 for district/CESA

Register online at: <https://wspa18.wildapricot.org/event-4066903>

## POLICIES (The Fine Print)

**Workshops:** All workshops will be provided on the zoom platform and administered by PSAV. A link, unique to each participant, will be provided approximately 24 hours prior to the event. Please make sure you have the latest version of zoom. Participants will be muted to avoid distraction and are encouraged to use the chat feature to ask questions.

**Continuing Professional Development:** A certificate of attendance will be provided to attendees that attend each workshop in its entirety. This means arriving no more than 15 minutes late, leaving 15 minutes early, nor having excessive absences during the presentation. Traffic, childcare issues, etc. do not excuse the ethical obligation to attend the entire session to receive the certificate. Certificates will be emailed within 4 weeks of the conclusion of the convention.

**Americans with Disabilities Act:** WSPA and the virtual platform want to ensure a fully accessible event to all participants. If you require special considerations or accommodations covered under the American with Disabilities Act, please advise the convention chair via email at least one month before the conference. Although attempts will be made to accommodate requests after the deadline, there is no guarantee.

**Cancellations/Substitutions:** Full refund less \$50 processing fee two weeks prior to event; No refunds thereafter. Substitutions welcome. All cancellation and substitutions must be made in writing to the convention chair. NO cancellations will be accepted by phone.

**Workshop Content:** Workshops and presentation are provided as an open forum and exchange of ideas and opinions on current issues in School Psychology. Opinions that are expressed by presenters and participants do not necessarily imply endorsement by WSPA. Please remain tolerant and respectful of opinions of others. Publishing companies may financially support certain educational sessions with author and/or publisher materials likely emphasized.

**Grievance Procedure:** WSPA is fully committed to conducting all activities in strict conformance with the National Association of School Psychologists Ethical Principles. WSPA will comply with all legal and ethical responsibilities to be non-discriminatory in promotional activities, program content and in the treatment of program participants. The monitoring and assessment of compliance with these standards will be the responsibility of the Chair of Continuing Professional Development in consultation with the members of the continuing education committee, the WSPA Professional Standards and Practices (i.e., Ethics) Chairperson and the Convention Chairperson. While WSPA goes to great lengths to assure fair treatment for all participants and attempts to anticipate problems, there will be occasional issues which come to the attention of the convention staff which require intervention and/or action on the part of the convention staff or an officer of WSPA. This procedural description serves as a guideline for handling such grievances. When a participant, either orally or in written format, files a grievance and expects action on the complaint, the following actions will be taken.

1. If the grievance concerns a speaker, the content presented by the speaker, or the style of presentation, the individual filing the grievance will be asked to put his/her comments in written format. The Chair of Continuing Professional Development will then pass on the comments to the speaker, assuring the confidentiality of the grieved individual.
2. If the grievance concerns a workshop offering, its content, level of presentation, or the facilities in which the workshop was offered, the convention chair will mediate and will be the final arbitrator. If the participant requests action, the convention chair will: attempt to move the participant to another workshop or provide a credit for a subsequent year's workshop or provide a partial or full refund of the workshop fee.
3. Actions 2b and 2c will require a written note, documenting the grievance, for record keeping purposes. The note need not be signed by the grieved individual.
4. If the grievance concerns WSPA's Continuing Education program, in a specific regard, the WSPA Chair of Professional Development will attempt to arbitrate.

Please contact Dr. Robert J. Dixon, WSPA Chair of Professional Development (rdixon@uwlax.edu or 608.785.8441) to submit a complaint, or if you have additional questions.

President: Tonya Klem ([wspapresident@gmail.com](mailto:wspapresident@gmail.com))

Convention Chair: Tammy Stowers-Tonn ([wspaconference@gmail.com](mailto:wspaconference@gmail.com))

Continuing Professional Development: Rob Dixon ([rdixon@uwlax.edu](mailto:rdixon@uwlax.edu))

WSPA Manager: Don Juve ([wspamanager@gmail.com](mailto:wspamanager@gmail.com))

# Hope to See you in the Fall