



MASP

Michigan Association of School Psychologists



Supporting MTSS Implementation:

*A Perfect Role for
School Psychologists*

Annual Fall Conference
November 8 & 9
Crystal Mountain Resort
Thompsonville, Michigan

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Melissa Nantais
MASP President

Message from the President

Welcome to another school year! I hope that you had a wonderful and relaxing summer vacation and are gearing up for your best school year yet. I love this time of year and I will admit that I am one of those people who gets excited to go shopping for school or office supplies. It's the time of year when everything feels new and has the potential for a fresh start. As you are getting organized and ready for the school year, please make sure that the MASP Fall Conference is a part of your plan. We are excited to be hosting our annual fall conference at Crystal Mountain in Thompsonville.

As a part of addressing the strategic plan to make Michigan a top 10 Education State in 10 Years, the Michigan Department of Education released a Practice Profile for Multi-Tiered System of Supports (MTSS). The Practice Profile identifies the essential components that are necessary for accurate and successful implementation of MTSS:

- Team-Based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction
- Interventions and Supports
- Comprehensive Screening and Assessment
- Continuous Data-Based Decision Making

As school psychologists we are uniquely posed to provide support to schools and districts as they work to implement MTSS. We have an obligation to remain focused on improving outcomes for all of Michigan's students, especially those with the most significant needs and bring to the table the ability to support the installation and use of MTSS.

In order to provide this support for MTSS, we engage in continuous professional learning through opportunities such as the upcoming MASP Fall Conference. We are pleased to welcome Dr. Matthew Burns back to the mitten state as our keynote presenter on Thursday, focusing on reading assessment and intervention. In addition to Matt's keynote, Thursday will also include a presentation from Susan Barrett focusing on Trauma Informed Schools. On Friday we are pleased to be able to offer a number of break-out sessions that include topics such as the MTSS Practice Profile from Elizabeth Newell and Arminda Westra, MDE State Transformation Specialists, Threat Assessment presentation from Todd Savage and Scott Woitaszewski, a session from Dr. Lisa Kelly-Vance focused on conducting Tier 2 intervention groups, and many more sessions from you, our MASP members and educators in Michigan.

So, I invite you to review MDE's [MTSS Practice Profile](#), register and attend the Fall MASP Conference and continue with your focus on improving outcomes for all of Michigan's students.

I hope to see you at Crystal Mountain in November!

Melissa Nantais, MASP President

CONFERENCE SCHEDULE

THURSDAY, NOVEMBER 8, 2018		
8:00-4:00	Registration & Vendors	Northern Lights & Pre-function area
8:30-11:45	The Third Grade Reading Law: How do we go from Law to Practice?	Northwest Territories ABC
11:45-12:45	Lunch (<i>provided</i>)	James Bay Hall
12:45-4:00	Building Capacity of School Staff to Train Trauma Informed Practices within a PBIS Framework	Northwest Territories ABC
FRIDAY, NOVEMBER 9, 2018		
8:00-4:00	Registration & Vendors	Northern Lights & Pre-function area
8:00-8:25	Unlock Potential: Prevention is Key	Northwest Territories BC
8:30-10:30	Multi-Tiered System of Supports (MTSS) through the lens of the Michigan Department of Education	Northwest Territories A
	Fluency: The Real Story Behind This Hollywood Star	Hudson A
	Beyond Shyness: Evidence-Based Assessment and Intervention for Selective Mutism	Hudson B
	Identifying Imminent Risk and Averting Tragedies in Your School	Arctic Bay
10:45-11:45	CBT in the Schools	Northwest Territories A
	Ethical Practice and Legal Regulation of School Psychology	Northwest Territories BC
	Panel Discussion: MASP's Goals Regarding MTSS, Medicaid, Shortages, and School Safety Initiatives	Hudson A
	Practitioner Discussion: Implementation and Highlights of the PREPaRE Curriculum	Hudson B
	Making a Successful Transition from College to Career: Preparation for Graduate Students	Arctic Bay
11:45-12:45	Lunch (<i>provided</i>)	James Bay Hall
12:45-4:00	School-Based Behavioral Threat Assessment and Management: Best Practices and Resources	James Bay Hall
	Using Small Group Interventions to Unlock Student Potential	Hudson AB

The Third Grade Reading Law: How do we go from Law to Practice?

BY: Matt Burns, PhD

Michigan's Third-Grade Reading Law (MCL-380.1290f) focuses on reading assessment, intervention, and instruction in a way that has never happened in the state, and has many districts wondering what to do. Fortunately, screening diagnostic assessment, progress monitoring, and targeted interventions are exactly what school psychologists do. This interactive session will discuss relevant research so that reformed practices align with evidence-based practices, and provide a framework (and tools) based on an MTSS approach to guide implementation.



Matthew K. Burns, PhD, is a Professor of School Psychology at the University of Missouri and a former Associate Dean of Research. He has published over 175 articles and book chapters in national publications, and has co-authored or co-edited 12 books. He is also the immediate Past Editor of *School Psychology Review* and Past Editor of *Assessment for Effective Intervention*. Dr. Burns is one of the leading researchers regarding the use of assessment data to determine individual or small-group interventions, and has published extensively on response to intervention, academic interventions, and facilitating school-based teams. Dr. Burns was also a practicing school psychologist and special education administrator before becoming an academic, and served on the faculty of the University of Minnesota for 10 years and Central Michigan University for 5 years.

Building Capacity of School Staff to Train Trauma Informed Practices within a PBIS Framework

BY: Susan Barrett, MA

Building the capacity of all staff to apply a trauma informed lens is critical to supporting students impacted by trauma. Experienced trainers and coaches will share their experiences installing a Training of Trainers approach for building the skills of teachers to effectively support and respond to students impacted by trauma.



Susan Barrett, MA, is the Director of the Mid-Atlantic PBIS Network and has a Masters in Counseling Psychology and certification in Special Education, having served as a teacher, administrator and coordinator with Sheppard Pratt Health System since 1993. Mrs. Barrett serves as an Implementer Partner with the United States Office of Special Education Programs' (OSEP) National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS). In her role with the center, she assists with large-scale implementation of PBIS by providing training and technical assistance to states and districts across the country. She also works with Johns Hopkins University, University of Virginia and University of New Hampshire to evaluate the impact of PBIS on students, school staff and school communities. She serves as an Ex-Officio on the Association of Positive Behavior Supports Board of Directors. She co-leads the development of the Interconnected Systems Framework, a mental health and PBIS expansion effort.

NASP MODEL FOR COMPREHENSIVE AND INTEGRATED SCHOOL PSYCHOLOGICAL SERVICES – 10 DOMAINS OF PRACTICE

Professional growth educational sessions for the MASP 2018 Annual Fall Conference were selected to represent the range of professional practice domains for school psychologists. The 10 domains are contained in the *NASP Model for Comprehensive and Integrated School Psychological Services* (the NASP Practice Model). School psychologists are encouraged to review the domains, identify areas in which they need professional development, and select sessions that meet these needs. Building skills across all domains supports comprehensive practice, national certification, and ethical standards. Visit www.nasponline.org/practicemodel for additional information on the NASP Practice Model and for a brief assessment tool, which has multiple forms to accommodate different roles (i.e., practitioners, graduate educators, graduate students, and administrators and supervisors).

PRACTICES THAT PERMEATE ALL ASPECTS OF SERVICE DELIVERY

DOMAIN 1: Data-Based Decision Making and Accountability – School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

DOMAIN 2: Consultation and Collaboration – School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

DIRECT AND INDIRECT SERVICES FOR CHILDREN, FAMILIES, AND SCHOOLS

STUDENT-LEVEL SERVICES

DOMAIN 3: Interventions and Instructional Support to Develop Academic Skills – School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

DOMAIN 4: Interventions and Mental Health Services to Develop Social and Life Skills – School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

SYSTEMS-LEVEL SERVICES

DOMAIN 5: School-Wide Practices to Promote Learning – School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence based school practices that promote learning and mental health.

DOMAIN 6: Preventive and Responsive Services – School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.

DOMAIN 7: Family–School Collaboration Services – School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.

FOUNDATIONS OF SCHOOL PSYCHOLOGICAL SERVICE DELIVERY

DOMAIN 8: Diversity in Development and Learning – School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.

DOMAIN 9: Research and Program Evaluation – School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

DOMAIN 10: Legal, Ethical, and Professional Practice – School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

FRIDAY, NOVEMBER 10

Morning Keynote • 8:00 - 8:25

Unlock Potential: Prevention is Key

BY: Lisa Kelly-Vance, PhD

The NASP Presidential Keynote by Dr. Kelly-Vance will include information about NASP resources, activities, and advocacy efforts, as well as how NASP is addressing member needs. Dr. Kelly-Vance will discuss strategies for personal and professional self-care for school psychologists and our colleagues, as well as strategies for helping children and youth engage in self-care.

Morning Sessions • 8:30 - 10:30

Multi-Tiered System of Supports (MTSS) through the lens of the Michigan Department of Education

BY: Elizabeth Newell, State Transformation Assistant Administrator, MDE & Arminda Westra, State Transformation Assistant Administrator, MDE

The Michigan Department of Education (MDE) continues to strive forward to become a Top 10 education state in 10 years. To do so, Goal 2 of the MDE's Top 10 in 10 plan is to implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential. A key strategy identified to accomplish this goal is to establish and implement with fidelity a high-quality Multi-Tiered System of Supports (MTSS). This session will provide participants with an overview of the MDE's MTSS Practice Profile and the department's philosophy and guiding principles for meeting the needs of the whole child through the implementation of the MTSS framework.

PRACTICE DOMAINS: 3, 5

Identifying Imminent Risk and Averting Tragedies in Your School

BY: Raquel Fernandez-Earns, PhD, Jessie Madden, MA, NCSP, Samantha Vinson, MA, CSP

Can you identify potential threats in your school? What happens when sending students to the hospital ER for imminent danger is replaced with a thorough process that keeps the student in the school, provides an in-depth look at the student's academic, social, and emotional functioning, and strives to repair the student/school environment relationship? Participants will learn how to utilize an Emergency Student Assistant Team framework, complete a formal risk assessment, and recommend ongoing support.

PRACTICE DOMAINS: 6, 7

Beyond Shyness: Evidence-Based Assessment and Intervention for Selective Mutism

BY: Katelyn Reed, MS, LLP & Taylor Hicks-Hoste, PhD, LLP, NCSP

Children with Selective Mutism (SM), an anxiety condition marked by a child's failure to speak in specific social situations, often struggle in school, with regards to their academic and social-emotional growth. Attendees of this presentation will learn about symptoms of SM, assessment measures for identifying presence/severity of SM symptoms, and evidence-based practices (EBPs) for supporting students with SM via IEPs or 504 plans. Specific intervention strategies will be both modelled for, and practiced with, attendees.

PRACTICE DOMAINS: 1, 4

Fluency: The Real Story Behind This Hollywood Star

BY: Courtney Huff & Tennille Whitmore

Fluency is one of those “flashy” terms in education. In this session, we will reveal the truth about fluency and what it really means at each grade level. The following questions will be answered: What exactly we need to know about fluency at the K-5 level? What is the biggest misunderstanding regarding fluency and why? How can we use our data to learn more about students' needs for fluency instruction and if needed, intervention?

PRACTICE DOMAINS: 1, 3

Morning Sessions • 10:45 - 11:45

CBT in the Schools

BY: Sandra Wong, PhD, Emily Sportsman, PhD, NCSP, & Andrew Nalepa, EdS, NCSP

School Psychologists, School Social Workers, and School Counselors were trained in evidence-based Cognitive Behavioral Therapy (CBT) through the TRAILS program at the University of Michigan Depression Center to provide CBT sessions to groups of high school students to address anxiety and depression symptoms. Staff worked collaboratively to meet with groups of identified students once a week using the TRAILS program to improve mental health outcomes of students. Implementation, challenges and recommendations will be discussed.

PRACTICE DOMAINS: 4, 6

Ethical Practice and Legal Regulation of School Psychology

BY: Cheryl Somers, PhD

This session will emphasize the most current ethical standards and legal regulation for the field of school psychology. Content presented will be situated in the context of common scenarios encountered in school psychologists' daily practice. The NASP ethical problem solving model will be utilized to process specific ethical/legal dilemmas faced by school psychologists. Attendees will earn one hour of NASP CPD unit toward the Ethical Practice and Legal Regulation training requirement for the NCSP renewal.

PRACTICE DOMAINS: 10, 2

Panel Discussion: MASP’s Goals Regarding MTSS, Medicaid, Shortages, and School Safety Initiatives

BY: Jen Headley-Nordman, Susan Koceski, Marvin Nordeen, Noah Smith; Facilitated by Melissa Nantais

The MASP Board of Directors recently determined the organizations priorities and initiatives for the 2018-19 school year. Four strategic goals were identified, including:

1. Intentional connection of all committee work to the MTSS in alignment with the MDE Practice Profile;
2. Addressing the critical shortages of school psychologists across Michigan;
3. Advocating for School Psychologists to be able to receive reimbursement for Medicaid eligible services rendered in their district; and
4. Working collaboratively to address the issue of school safety, through increased access to mental health services, student reporting mechanisms, emergency response and building safety requirements.

For this Panel Discussion, each goal will be briefly presented, followed by time for audience participation. We will also provide information regarding where to go to learn more about opportunities for advocacy.

PRACTICE DOMAINS: 6, 8

Practitioner Discussion: Implementation and Highlights of the PREPaRE Curriculum

BY: Todd A. Savage, PhD, NCSP & Scott A. Woitaszewski, PhD, NCSP

This session is intended for an audience who has already completed the PREPaRE curriculum Workshop 1 and/or Workshop 2. This interactive session will include a brief overview of implementation science literature, with regard to the infrastructure needed for PREPaRE to be successful in your district, as well as highlights of the curriculum. Attendees are encouraged to bring questions and challenges experienced since completing the Workshop(s).

PRACTICE DOMAINS: 6, 5

Making a Successful Transition from College to Career: Preparation for Graduate Students

BY: Sharon Dusney

This session will prepare students for their internship and interviewing for their first job as a school psychologist. Students will learn about what experiences they should have during their internship to make them a well-rounded employment candidate. Participants will also learn how to design and build their resume, and how to prepare for their first interview, including a discussion of potential interview questions.

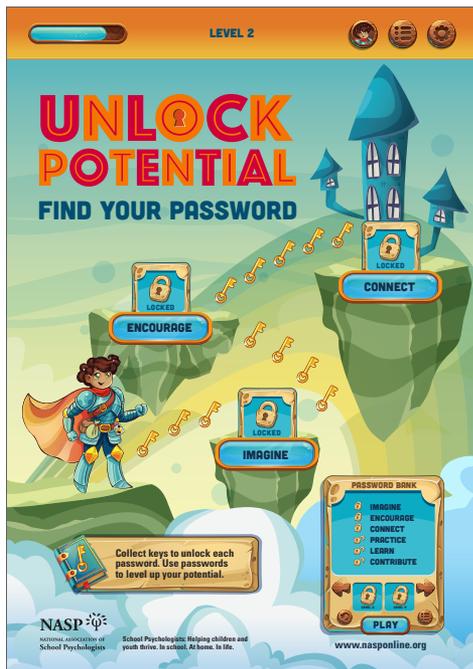
PRACTICE DOMAINS: 8, 1

School Psychology Awareness Week (SPAW)

NOVEMBER 12-16, 2018

This year's theme is
**"Unlock Potential.
Find Your Password!"**

A password is a personal key for unlocking any number of areas of potential in our lives. Our goal is to connect with how modern youth and adults unlock things (e.g., gaming levels, phones, devices, codes) and to highlight how thinking about specific skills, assets, or characteristics as "passwords" can lead to positive growth. School psychologists are particularly skilled at assisting students and staff in unlocking the resources, proactive and preventive skills, and positive connections necessary to unlock one's full potential to thrive in school and life.



Activities and Sample Resources are available [here](http://www.nasponline.org).

Visit <http://www.nasponline.org> for more information.

Save the Date

MASP Spring Conference

MARCH 15, 2019

9:00AM - 3:30PM

Lansing Community College – West Campus

Presentation by the *National Center on Improving Literacy*

REGISTRATION WILL BE AVAILABLE IN JANUARY 2019

School-Based Behavioral Threat Assessment and Management: Best Practices and Resources

BY: Todd A. Savage, PhD, NCSP & Scott A. Woitaszewski, PhD, NCSP

Recent acts of violence that have taken place at schools throughout the country, including school shootings carried out by youths, have brought attention to the need for evidence-informed and research-based approaches to school-based behavioral threat risk assessment and management. School psychologists not only play an integral role on the multidisciplinary teams engaged in this type of work, they often lead the charge. As such, it is imperative school psychologists are up-to-date both in terms of their knowledge of the process and their skills to lead and to conduct the process, in addition to implementing the plan that results from the process. Thus, the purpose of this session is to:

- Increase participant awareness of a school-based behavioral threat assessment and management process and how it fits within a comprehensive approach of school safety;
- Enhance participant knowledge of processes and models of school-based behavioral threat assessment and management;
- Augment participant school-based behavioral threat assessment and management skills; and
- Provide resources for continued learning and that can be applied in practice.



Todd A. Savage, PhD, NCSP, is a professor in the school psychology program at the University of Wisconsin-River Falls; he is also a past president of the National Association of School Psychologists. Dr. Savage's scholarly research interests include school safety and crisis prevention, preparedness, and intervention, suicide and behavioral threat risk assessment and management, culturally-responsive practice; social justice; and LGBTQ+ student issues.



Scott A. Woitaszewski, PhD, NCSP, is a professor in and the training director of the school psychology program at the University of Wisconsin-River Falls. Dr. Woitaszewski's scholarly interests include school safety and crisis prevention, preparedness, and intervention, suicide and behavioral threat risk assessment and management, measuring school intervention effectiveness, intervention teaming, childhood and family resiliency, school-based systems change.

Throughout the past decade, Drs. Savage and Woitaszewski have co-facilitated over 60 PREPaRE workshops locally, regionally, and nationally, in addition to offering several suicide and behavioral threat risk assessment and management workshops for practitioners in the field.

P A C R A F F L E

Remember to bring some extra cash or your checkbook to the conference to participate in the PAC raffle during the lunch hour.

Any donation over \$20 must be made by check.

Using Small Group Interventions to Unlock Student Potential

BY: Lisa Kelly-Vance

This workshop will assist practitioners in improving their implementation of practices to build skills in small group formats with an emphasis on learning additional small group and prevention strategies for improving students' social, emotional, behavioral and academic skills. Participants will learn implementation and evaluation techniques. Case examples will be provided. Learning objectives:

- Participants will learn strategies for effective small group implementation.
- Participants will learn how to evaluate the effectiveness of their small group interventions.
- Participants will gain additional resources for their school-based practice.
- Participants will learn about effective programs including implementation and outcomes.
- Participants will develop advocacy strategies for promoting small groups.



Lisa Kelly-Vance, PhD, 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 at 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 the current President of the National Association of School Psychologists and her theme is “Unlock Potential: Prevention is Key.”

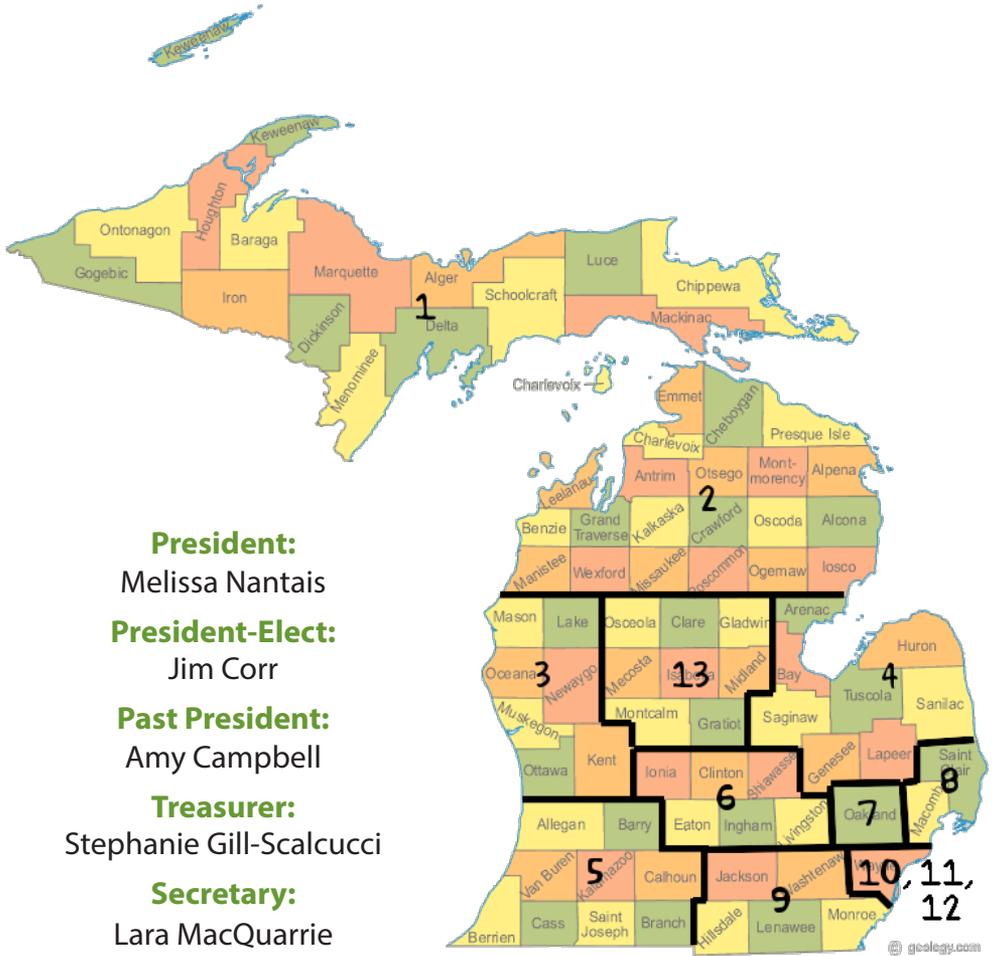
GO GREEN!

In order to be environmentally friendly, MASP will not print the presentation handouts for the Annual Fall Conference. All presentation materials will be linked on the session titles on our webpage (www.maspweb.com) by November 2, 2018. You are welcome to print the handouts and bring them with you, or utilize the wireless internet connection in the conference center to download the materials on your electronic device during the presentation.

CONTINUING EDUCATION

*MASP has absorbed the cost of SCECHs, and as a result there is no longer an additional fee for those earning credits. We have also changed the way we apply and document SCECHs, so it's no longer “all or nothing.” While we encourage your attendance at all sessions, each individual can earn as many SCECHs as they want by attending as many sessions as they want. That said, the state requires we award no less than 3 SCECHs per individual, so **you must attend a minimum of 3 hours** across the two-day conference.*

2018-2019 MASP Officers and Regional Directors



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Melissa Nantais

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Past President:

Amy Campbell

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- **Region 11:** Patricia Hughes
Alternate: OPEN
- **Region 12:** Lauren Mangus
Alternate: Steve Portnoy
- **Region 13:** Paul Robb
Alternate: Matt Smith

CONFERENCE REGISTRATION

November 8 & 9, 2018

Name _____

Address _____

Email (Required) _____

Please indicate position:

- School Psychologist
- School Social Worker
- Teacher/Administrator
- Other _____

Food preference:

- Vegetarian
- Gluten Free
- Standard

Please indicate preferred session in each time block:

FRIDAY • 8:30-10:30

- Multi-Tiered System of Support (MTSS) through the lens of the Michigan Department of Education
- Fluency: The Real Story Behind This Hollywood Star
- Beyond Shyness: Evidence-Based Assessment and Intervention for Selective Mutism
- Identifying Imminent Risk and Averting Tragedies in Your School

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- Ethical Practice and Legal Regulation of School Psychology
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- Practitioner Discussion: Implementation and Highlights of the PREPaRE Curriculum
- Making a Successful Transition from College to Career: Preparation for Graduate Students

FRIDAY • 12:45-4:00

- School-Based Behavioral Threat Assessment and Management: Best Practices and Resources
- Using Small Group Interventions to Unlock Student Potential

**CONFERENCE REGISTRATION CONTINUES
ON THE FOLLOWING PAGE**

CONFERENCE REGISTRATION CONT.

November 8 & 9, 2018

Cost of registration	By 10/19	After 10/19	On-Site
<input type="checkbox"/> MASP Member	\$175	\$200	\$225
<input type="checkbox"/> Non-MASP Member	\$225	\$250	\$275
<input type="checkbox"/> Retired MASP Member	\$125	\$140	\$155
<input type="checkbox"/> Student MASP Member	\$75	\$85	\$95

Amount Due: CONFERENCE \$ _____
TOTAL Enclosed \$ _____

Make checks payable to: **MASP**

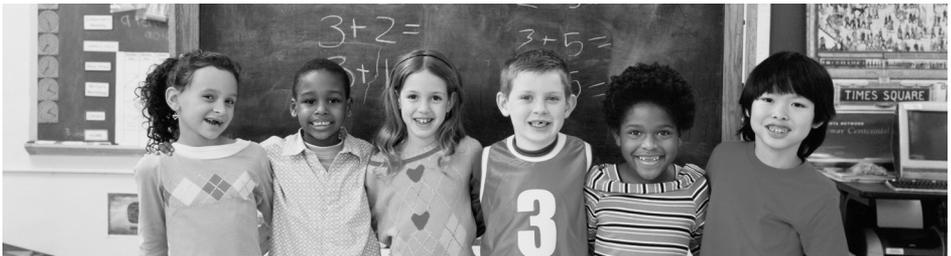
PLEASE NOTE: The Early Bird Registration rate is available if registration and payment are received by October 19, 2018. Please consider this deadline when electing to pay by check to account for delays by postal delivery and for processing time if your conference registration is being paid by a third party (e.g., school district). Additional registration fees will be required if payment is received after the early bird deadline. We do not accept Purchase Orders.

**Preferred Registration is available online at
www.maspweb.com**

Or mail conference registration form and payment to MASP,
c/o Stefanie Scalcucci,
20960 Parke Lane, Grosse Ile, MI 48138.

State Board Continuing Education Clock Hours/NASP CPD Credits: Up to 12 SCECHs are available for this conference, pending approval. Only individuals who are part of the MDE certification process should register for SCECHs. MASP no longer charges attendees a fee for SCECHs and NASP CPDs.

Refund Policy: Refunds will not be made routinely. All refunds are subject to an administration fee of \$30.00. Requests for a refund must be made by email or in writing and postmarked no later than 11/01/2018. Allow 6 weeks for refund.



Hotel Information



CRYSTAL MOUNTAIN

12500 Crystal Mountain Drive • Thompsonville, MI 49683
hotel **855-995-5146** *reservations* **855-520-2974**

• **MAKE SURE TO ASK FOR THE MASP CONFERENCE RATE** •

*To receive the group guest room rate of \$99.00/night,
reservations must be made prior to **October 8, 2018**
and you must use the Group Code **463808**.*

• **REGISTRATION FORM INCLUDED** •



MASP

Michigan Association of School Psychologists

20960 Parke Lane
Grosse Ile, MI 48138

PRSR
FIRST-CLASS
U.S. POSTAGE
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2018
Annual Fall Conference
November 8 & 9
Crystal Mountain Resort
Thompsonville, Michigan