Welcome back for another busy school year! I am thrilled to be the President of BCASP during a time when our local professional organization can do a great deal for the membership. As you know from previous newsletters and email blast updates, the BCASP board has spent time over the past year advocating for school psychologists with the Joint Governing Panel (the group responsible for implementing the contract), the BTU, and at times, even Dr. Alonso. I am committed to continuing to advocate for school psychologists in the district, so please contact me if you have other concerns that have not been tackled yet.

BCASP is also supporting its members who are applying for model status. If you have not had the opportunity to see the rubric model status application, here is the link: http://www.baltimorecityschools.org/Page/14108. Since this process is overwhelming and may seem like a hugely daunting task, BCASP has decided to offer model status workgroups. The individuals who are interested (e.g. currently applying for model status, interested in finding more about it, or would like to help their colleagues) are meeting regularly to discuss the best ways to approach the process and to give each other support and consultation on submissions. The feedback from those involved has been very positive, and I (and Professional Development Committee Co-chairs Ketreia Moore and Miriam Yarmak) see a continuing need for these workgroups as new “cohorts” of applicants to the model status look for support. Keep in mind that even if you were grandfathered into model status, if the contract is approved again, you will need to go through this same process in three years in order to keep that status.

In completing my own model profile, I realized how important my involvement in BCASP is to showing that I am (hopefully) a model school psychologist. Domain 4 of the rubric focuses on leadership, and specifically what you do to encourage your colleagues to grow as professionals. This area was the easiest for me, as I have been involved in BCASP for years and can use newsletters; my involvement in planning for the BCASP charity events; letters to the stakeholders involved with contract implementation; and even the creation of model workgroup as to support my case for that domain. I am encouraging all of you to become involved with BCASP on some level so that if and when you decide to apply for model status, a portion of application is that much easier. Within this newsletter you will find the list of BCASP committees and ideas and goals for this school year. If you see an area of interest, please do not hesitate to contact one of the chairs or me to find out more! Good luck with all your endeavors this year!

Jessica Kouvel Munch
Nationally Certified School Psychologist
Breaking the Behavior Barrier

Written By: Erin O’Keeffe

“Breaking the Behavior Barrier” is a reoccurring column that highlights classroom-wide intervention ideas to help teachers improve behavior management so the focus can be kept on learning.

Intervention: Music Box Classroom Noise Intervention

Materials Needed: Inexpensive Music Box or other method of playing music easily in classroom (i.e. computer with easily played song, etc).

Grade Levels: Elementary School

Purpose: This is a very simple and easy intervention to use when you want to quickly get your class back on track when talking and noise become an issue. It can also be adapted to help with other class-wide problem behaviors. This idea removes the need for the teacher to keep verbally correcting students. Once music is played, they will know what behavior needs to be corrected. It requires students to be responsible for their own behavior in order to help their peers achieve a goal and to be reinforced.

Steps for Implementation:

1. Select a problem behavior that is difficult for all or many students in the class that, if eliminated, would significantly improve classroom behavior.

2. Determine the easiest and most efficient way to play music in the classroom (music box, stereo, computer, ipod, etc).

3. Pick a specified amount of time that should be allowed for correcting the behavior. For example, if the goal is to maintain a quiet classroom, how much time is reasonable to allow the music to play for each instance of the problem behavior during the entire week to remind students to quiet down? This intervention might work best if using the length of time the music takes to run out of the music box once wound, or the length of a particular song.

4. Explain to the students that when the class displays a particular behavior (too much noise, etc.) music will be played until the behavior stops. The students will hear music every time that specific behavior occurs. The music will stop as soon as the behavior stops. If at the end of the week there is still music left on the music box or song, the class will receive a reward. Consider setting goals for the students to decrease the behavior even further after they achieve the first goal (i.e. pick a specific part of the song that is recognizable and encourage them to stop the behavior by that point).

5. Pick reinforcers for the students to work toward. The reward can change each time the class achieves the goal to keep students interested. Depending on teacher preference, reinforcers can be a surprise when students accomplish the goal, or they can be known at the beginning of the week. Students can also help pick reinforcers they would like to work toward if desired.
Baltimore City Association of School Psychologists’

3RD ANNUAL CHARITY FUNDRAISER

Monday November 7th, 2011
6pm—9pm

Historic Boordy Vineyards
12820 Long Green Pike
Hydes, Maryland 21082

Crowd pleasing food, live music, commemorative wine glass, wine tasting, and first glass of wine are included in the cost of a ticket!

Music provided by the
Pauly Snyder Jazz Quartet
www.paulsnyderjazz.com

Catering provided by
Clementine Catering

Auction Items include:
Ravens Tickets, Spa Services, Restaurant Gift Certificates, & more!
(Sorry, we cannot accept credit cards. Please bring cash or checkbooks.)

Proceeds will benefit the BCCC Refugee Youth Project,
a charity that supports Baltimore City Students!

50/50 Raffle proceeds will benefit MSPA Minority Scholarship Fund

For reservations and additional information, contact Pam Cocol at pcocol@bcps.k12.md.us
Checks for $30 made out to BCASP (please indicate ticket holder name) may be mailed to:
Pamela Cocol, School Psychologist
Cecil Elementary #7 2000 Cecil Avenue Baltimore, MD 21218
The school psychologist to be in the spotlight this month is Sharon Flynn, our colleague from Samuel Coleridge-Taylor Elementary #122. She received her master’s degree in Clinical Psychology and has completed courses for her School Psychologist certification and LCPC. She has worked in both city schools and nonpublic settings. While Sharon enjoyed her time working in the nonpublic setting, she returned to the school system in order to be able to approach working with children from a more eclectic standpoint. Not only has Sharon used her experiences from clinical settings in her practice as a school psychologist, but her interest in yoga, mindfulness/meditation, and gardening have influenced her practice as well. Sharon is currently completing her 200 hour yoga teacher training course and was awarded grant money to build a butterfly garden at her school. Read our question and answer session below for more details on how Sharon is incorporating yoga, mindfulness, and horticulture in her school practice.

Have you always been in the school psychology field? If not, can you tell us about your previous experiences and how they led you to where you are now?

Yes, I have always worked in the field of school psychology and have been working in the city schools for about 15 years. While I was completing my graduate courses, I worked for Johns Hopkins Hospital as a Research Technician. We were conducting a study on adolescent health and stress and were based at Western High School and at The Polytechnic Institute. I also worked part-time as a Psych Technician at The Gundry Glass Children’s Hospital.

What drew you to the field of school psychology?

Initially, I was interested in the field of Clinical Psychology and Behavioral Health. I have always had an interest in the mind-body connection and how it affects our physical and mental well-being. However, I enjoy working with children and I believe that had an influence on my choosing to work with a younger population.

Tell us about your school psychology and related training.

I completed my training at what used to be Loyola College in Maryland. I completed the M.S. in Clinical Psychology program. The program incorporated psychological assessment courses as well as counseling techniques. We were required to complete two internships, one of which I completed in City Schools. After graduating from Loyola, I completed several graduate courses to receive my certification as a School Psychologist. I have also completed additional courses toward my LCPC.

Have you always worked in Baltimore City? If not, where else have you worked and how do these experiences compare?

I worked in Baltimore City for about five years and then left for a year to work at The Kennedy Krieger High School. Kennedy Krieger was a very good experience in that I was able to work with more clinically “involved” students at the high school level. I worked on a multi-disciplinary team much like that of Baltimore City’s IEP Teams. Being a nonpublic school, Kennedy Krieger had many more resources than you would find at a typical city school. It was a great learning experience; however, their approach was extremely behavioral whereas I prefer to take a more eclectic approach to working with students.

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What do you enjoy most about your job?
The interactions with the children and watching them learn and grow. I have been at one school for about six years, so it has been nice to watch the students develop and change.

What is the most challenging aspect of your job?
Time is a definite challenge. We have an ED program at my school and that program can be very demanding. Also, I think it is very difficult to be a clinician in a public school. There are so many variables that are out of your control. There are so many staff members interacting with the students and not everyone takes the same approach to working with the child. Because of this, things can get very complicated and dealing with all of the personalities that make up a school building’s staff is not easy.

What changes have you seen in the field of school psychology or in your position since you have begun?
There is greater focus on documentation and accountability. When I began working for the city, everyone had their own documentation system and no questions were asked. There is also more focus on high stakes testing (MSA, etc). Personally, I think our country’s educational system is in a crisis state. Yes, students need to have strong academic skills to be successful; however, we need to incorporate all of the intelligences and students’ interests and strengths. Not every student wants to attend college and we need to accept that and honor their choice. One positive change that has occurred is that we are no longer completing triennial assessments. That has resulted in more time for interventions and servicing students.

You have an interest in teaching children yoga. Can you tell us more about that?
I am in the process of completing the 200 hour teacher training at Charm City Yoga. I love yoga and love working with kids. I know that I feel its relaxing and therapeutic effect and would like to share that with children. There is a lot of research indicating that yoga is very beneficial for all children, including children with special needs.

How do you feel meditation or mindfulness techniques may benefit Baltimore City students?
Meditation and mindfulness are great ways to feel more present and grounded. A lot of our students have difficulty regulating emotions and maintaining focus. These are great tools and coping strategies to use and they can take these skills with them outside of the school building.

Tell us about horticulture therapy.
Horticulture therapy is essentially using plants and gardens as a rehabilitation tool. Most horticulture therapists work at hospitals and nursing facilities as well as with special needs children. I love to garden and have an interest in how being in nature can positively affect well being and health.

You wrote a grant to build a butterfly garden at your school. Can you tell us about the experience of writing a grant and having the end goal of the garden achieved?
I attended a Schoolyard Greening workshop and a grant writing workshop sponsored by The Parks and People Foundation. I had never written a grant and at first, the task was a bit daunting. I had a vision for the garden project and although it was time-consuming, all of the details fell into place. I wrote it over the summer when I was working less which allowed me to devote the necessary time to the process. The planning of the garden was initiated a year ago. We worked with Civic Works and they completed the garden design and landscaping. We had volunteers from First and Franklin Presbyterian Church, New Hope Academy, and a Jewish service group from Michigan help us with the planting process. Students were also able to participate in the planting. It was great to see them working cooperatively and learning with community volunteers. The garden is now completed and we are working on becoming a member of The Monarch Sister Schools Program (MSSP), an organization that helps schools build butterfly habitat gardens specifically for Monarch butterflies. MSSP

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schools are located in Canada, the US, and Mexico. Students raise the butterfly larvae, tag and release the butterflies, and can track their migration. There is a curriculum that is aligned to the Maryland State Science standards that also is offered with the MSSP membership.

**Where can other school psychologists find information about similar programs and/or grants?**

There are grants available through The Parks and People Foundation, the Baltimore Neighborhood Energy Challenge, and Lowe’s Toolbox for Education. Many more grants are available online.

**Your ultimate goal is to teach children yoga in your butterfly garden. What impact do you hope this to have on your students?**

Yoga philosophy incorporates social-emotional intelligence, self-respect, tolerance, and many other positive teachings. I would like to use yoga as a way of teaching children how to care for themselves as well as others. I am hoping that the students would develop a lifelong love of yoga and all of its healthful components. Having yoga in the garden would allow for a tranquil environment and it could become an almost sacred and safe place for the children. I am completing a yoga for children training later this year, so that should also help shape my plan for teaching the students.

*Sharon’s devotion to the children in her school is undeniable. She has gone above and beyond her role as a school psychologist, reaching out to community projects and various trainings to better herself, and in turn, the lives of her students. Her efforts to build the Butterfly Garden at her school are quite admirable and illustrate her dedication to her profession. In closing, let me leave you with my favorite part of Sharon’s interview, her words of wisdom for colleagues: “As they say in my yoga class, ‘Remember to breathe.’”*  

Ahhh, instant relaxation; thanks Sharon!

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**Legislative Corner**

Written By: Courtnay Oatts

First, let me say that I am very excited about this coming year. I will be the chair of BCASP’s Legislative Committee as well as MSPA’s Legislative Committee chair, so I will be able to keep everyone updated on issues that concern school psychologists. So far there is nothing “big” happening legislatively this year, but the session has not started yet so that might change.

As you know, the City is involved in the “Race to the Top” since Maryland received funding from the federal government. Our new contract, which is related to this, came out to mixed reviews by our membership. This year, the Legislative Committee will be discussing how to engage in some grass roots efforts to help key stakeholders better understand our role in this school community and to help us understand the political process. To that end, we will be starting to have Legislative Committee meetings in order to plan how to do this. These meetings will either be monthly or quarterly depending on the needs and interest. I am very open to ideas for other events or issues that the membership wants this committee to be involved in. Please email me if you would like to be on our committee.
MSPA and BCASP invite you to participate in the 5th Annual Legislative Day!

- Join Maryland delegates, senators, and school psychologists from across the state for a MSPA hosted breakfast

- Arrange face-to-face meetings with your elected representatives to promote the field of school psychology and its importance to the students and parents of Maryland

- Learn about current issues in education and what you can do to support our profession this legislative session

You can make a difference by participating this year!

Thursday, January 12th, 2012
Miller Senate Office Building (Tentative)
8 a.m. to 12 p.m.
11 Bladen Street
Annapolis, MD 2140

Please RSVP to mspa.legislative@gmail.com
For more information, visit MSPA’s website (mspaonline.org) to see the promotional video, go to the Maryland School Psychologists’ Association Facebook Group http://www.facebook.com/#!/group.php?gid=218376105332, or stop by the Legislative Committee table at MSPA’s Fall Conference!

*MSPA will hold a briefing for school psychologists that morning and provide talking points prior to legislative visits. (Example talking points: role of the school psychologist, PBIS, bullying prevention, etc.)
Despite the overall progress that US schools have made in recent years towards respecting individual student differences, the issue of religion continues to fuel many controversial questions: Which holidays should be observed? Is it appropriate for public school choirs to perform religious music? Should social studies courses cover world religions? Chances are that if you ask four different parents these questions, you will get four different responses. Answers to tough questions such as these and many others vary by district and even by school.

Historically, school-based norms regarding religion have focused on the needs of the majority. This can be seen in the traditional weekly schedule—classes are held on every day except the Sabbath (Saturday), and the Lord’s Day (Sunday). However, a typical school day does not accommodate for the specified prayer times standard in Islam. Though Islam does not require a day of rest, the congregational worship service, Jumu’ah, takes place on Friday afternoon. In consideration of the conflicts that traditional schedules present to Muslim students, some schools have decided to make modifications. These changes are not without controversy. Several years ago, a San Diego elementary school made national news after allowing its growing population of Muslim students to begin gathering for prayer during afternoon recess (Dorell, 2007). And just recently, a Toronto school came under fire for allowing prayer in the cafeteria (Robertson, 2011).

According to the Bureau of International Information Programs, the size of the Muslim-American population is estimated to be between two and seven million and is growing exponentially due to high birth rates, immigration, and large numbers of converts. These numbers suggest that with time, more schools will be asked to accommodate their religiously diverse populations. Frequent prayer is just one issue impacting Muslim students in schools. Other concerns include maintaining dietary restrictions while eating school meals and balancing faith-based wardrobe specifications with dress codes and uniform policies. When asked about potential issues for Muslim students, Iman Shaheed, a religious leader in the Baltimore area, said that schools may unknowingly plan events such as academic testing or field trips on major holidays such as Eid-al-Fitr, the day that marks the end of Ramadan and Eid-al-Adha, “The Feast of Sacrifice.” He also noted that many school-based professionals are unaware that asking a Muslim student to sing a religious-based song, such as Noel, is inadvertently asking that student to contest his religion. Iman Shaheed suggested that schools avoid this potential source of conflict by solely performing non-religious songs like Jingle Bells at winter concerts.

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So what does all of this mean for school psychologists? While there are no exact guidelines to follow when considering religion, best practices suggest that we familiarize ourselves with the specific needs of our school’s population. NASP and APA both maintain that practitioners focus on cultural competence when working with families. It is also important that school-based mental health providers consider each family as a unique entity. Making assumptions about religion based on a family’s ethnicity or background can potentially weaken the relationships we are trying to build (Goforth, 2011). Most importantly, the desires of the individual student should be considered first and foremost.

References


BCASP News and Notes

- TICKETS for the BCASP Fall Charity Event at Boordy Vineyards will be on sale at October’s Professional Development. Bring your checkbooks to secure your spot at our quickly selling out event! See Jessica Kouvel Munch, Nadine Warrick, Pamela Cocol, or Kate Shoemaker for tickets. You may also email Pamela Cocol at pcocol@bcps.k12.md.us.
- BCASP would like to announce a successful 2011 Spring Book Drive. Through the book drive, we were able to collect and distribute approximately 1,500 books to Baltimore City students. Thank you for your support and assistance in promoting literacy within Baltimore City!
- The winner of BCASP’s membership drive is Nadine Warrick! Nadine will enjoy the MSPA Fall Conference on BCASP!
- If you have completed your online BCASP membership application and have not yet paid your dues, please bring dues to the October Psychological Services PD or interoffice them to Sam Chavez at School # 239. Dues are $15 or $10 for student members (interns and practicum students).
- Planning for BCASP’s annual charity event is in full swing. We are continuing to secure donations for our silent auction and dessert items. Any assistance in securing donations would be welcome. If you are interested and would like to secure the letter for business donors and tax identification number, please contact Nadine Warrick.
- In the spirit of School Psychology Awareness Week, MSPA will be selling t-shirts at the MSPA fall conference for $15 with proceeds being donated to MD Coalition of Families for Children's Mental Health. Bring cash or check to the conference or see one of your MSPA Representatives, Jessica Kouvel Munch or Pamela Cocol, for information on purchasing. Help promote our profession and donate to a great cause!
- The MSPA Executive Board meeting will be hosted in Baltimore City on Friday November 11th at Digital Harbor High School. Lunch will be served at 12:30 and the meeting will begin at 1pm. This meeting is open to the general membership (MSPA). BCASP is hosting a happy hour immediately following the meeting (approximately 4:00pm) at Little Havana in Federal Hill. Happy hour is open to all MSPA & BCASP members. Please join us for light appetizers and networking with MSPA board members.
- Congratulations to Sharon Gorenstein and Courtnay Oatts on their Committee Chairperson positions on the MSPA Executive Board (Diversity and Legislative respectively)
- Good luck to Rivka Olley, running for Maryland Delegate to NASP effective July 1, 2012. Look for more details about the election coming up in the near future. Your NASP membership must be active in order for you to vote.
It’s that time of year again, School Psychology Awareness Week! This year’s theme, *Every Link Matters, Make a Connection* is targeted towards creating positive connections for our students within the school community, in relation to their academics, and their lives. The resources and activities for this week focus on helping school psychologists reach out to school staff, parents, and community partners to make students feel connected, supported, and ready to achieve their individual goals. School Psychology Awareness Week is not only a time to inform others of the role of the school psychologist, it is also a time to remind ourselves of the multiple ways we make a difference everyday in the connections we make with our students, staff, parents, and families. Our goal as school psychologists is more than the day to day routine we may find ourselves in of testing, sitting in meetings, counseling, and writing notes. This year, allow School Psychology Awareness Week to refresh and remind you that our profession is about more. It is about helping all students achieve their best in school, at home, and in life. Make a connection this year and change a life. Here are some ideas for celebrating School Psychology Awareness during the week of November 14th to the 18th:

**Display posters around the school:** Make your own or order them from the NASP website. There are also bookmarks for sale to distribute to parents and school staff.

**Use posters as counseling tools:** The NASP poster was created to provide school psychologists with a potential counseling or teaching tool for working with students, in individual or group counseling. A school psychologist might have students role-play different situations, assign students to make a positive connection with someone in school, or help them brainstorm additional ideas for how to make additional connections. Connect ideas on the poster to connections with the school community and encourage students to write a paragraph or short story that highlights the impact of a positive school connection. Finally, this information would be useful to share with parents.

**Reach out to parents with positive strategies:** Write an article for the school newsletter on positive psychology or another issue that would be helpful to parents. Another idea is to host a positive parenting workshop in conjunction with your PTA. Share the week’s theme with parents to help them focus on building links at home and within their communities.

**Select a topic to highlight:** Think of a topic important to your school and plan multiple activities around it. These can include doing presentations, brainstorming ideas with school staff for how you can help them in this area, providing resources, or writing an article for the school newsletter on the topic.

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Recognize your colleagues: Use the *NASP Possibilities in Action Partner Program* to recognize one or more colleagues who, either through their own efforts or by encouraging the efforts of others, make an exceptional difference in the lives of students and families by supporting the possibilities within each student. This could be a teacher, administrator, coach, community service provider, parent mentor, or any other individual who stands out in your mind as going above and beyond the call of duty to help students achieve their best. The goal is to publicly recognize their special contribution to students’ positive outcomes, highlight the importance of meeting the needs of the whole child, and foster continued collaboration and advocacy on behalf of students. Downloadable certificates are available through NASP and be sure to register your recipients in the online form at NASP’s website.

Talk to your administrators: Host a brown bag lunch or other brainstorming session to determine areas of school-wide need. Plan to come up with ideas to solve a problem or implement best practices in a certain area in need of improvement.

Student Power Award Program: The idea behind this program is to honor a student or students who have shown superior effort toward achieving goals, personal optimism, eagerness to work hard, and dedication to others. You may want to give students certificates, ask to make an announcement over the loudspeaker applauding particular students, or make a bulletin board highlighting students’ achievements.

*The above strategies were adapted from the NASP website. For more information about these programs or other ideas for promoting School Psychology Awareness Week, please refer to [www.nasponline.org](http://www.nasponline.org)*

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**FBA/BIP Clinic Dates**

For personalized FBA, BIP, and/or data collection/interpretation assistance please attend any of the following FBA/BIP clinics. A behavior intervention facilitator will sit down with your team and provide support on any case that you are currently working on with you and any team members that are able to join you. Please register on the Professional Growth System so that we can plan materials and staff appropriately.

10/13/11 Lake Clifton Campus (BTU Office)  
10/19/11 North Avenue (Room 405)  
10/28/11 PDC (Room 105)  
11/2/11 - TBD  
11/7/11 - TBD  
11/18/11 - Lake Clifton (BTU Office)  
11/23/11 - North Ave. (Board Room)  
12/4/11 - PDC (Room 105)
BCASP Committees

Information Management Committee
Goal: to help members access information and use technology to further their skills
Ideas: start an email blast to disseminate important information more frequently than the newsletter, possibly create and manage a webpage and/or online space (i.e. facebook) for sharing of resources and documents, others as appropriate
Chair: Vacant (contact Jessica K. Munch at jakouvel@bcps.k12.md.us)

Legislative Committee
Goal: to help members keep up to date with legislative issues at the local, state, and national level and advocate for BCASP members and students/schools BCASP members serve
Ideas: attend MSPA’s Legislative Day in Annapolis, inform members via newsletter and/or email blasts about issues that need action, create a presence with local legislative/advocate groups such as Baltimore Education Coalition
Chair: Courtnay Oatts (comohammed@bcps.k12.md.us)

Membership Committee
Goal: to increase membership to at least 75; increase involvement of members to make committees more active
Ideas: manage Survey Monkey application form, send out payment reminders through inter-office mail, conduct needs assessment to help determine what school psychologists would like from BCASP, hold raffle for MSPA Fall attendance for those that joined, membership drive halfway through year
Chair: Sam Chavez (sdchavez@bcps.k12.md.us)

Newsletter Committee
Goal: to keep members informed of BCASP events and advocacy efforts, encourage continued professional growth and collegiality among members, provide resources and ideas for practice
Ideas: create four newsletters per year, include recurring columns (i.e. Spotlight on a School Psychologist, Breaking the Behavior Barrier) and special columns (i.e. summarizing special professional development sessions), encourage non-committee members to contribute
Chair: Jessica K. Munch (jakouvel@bcps.k12.md.us)

Nominations Committee
Goal: to be able to nominate two candidates for each BCASP board position for the 2012-2013 school year
Ideas: begin recruiting part-way through the year in order to give possible candidates an opportunity to become more involved with the organization/board before running
Chair: Brad Petry (bpetry@bcps.k12.md.us)

Professional Development Committee
Goal: to help members keep up to date on new research and skills; to support members through the model process
Ideas: compile and disseminate information on conferences so members know where to get CEUs at a reasonable cost, check the new Professional Growth System and update members on PDs that may be helpful to them, coordinate groups and times for members to get together to complete NASP self-studies/webinars for CEUs, and create Model status workgroups
Co-Chairs: Ketreia Moore (kvmoore@bcps.k12.md.us) and Miriam Yarmak (myarmak@bcps.k12.md.us)

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BCASP Committees Continued

Public Affairs Committee
**Goal:** to increase the visibility of school psychologists and our organization
**Ideas:** organize activities for school psych awareness week, assist with social committee for fall charity event (including doing a press release), write article for MSPA about BCASP's growth and activities, coordinate spring event such as Habitat for Humanity day
**Chair:** Vacant (contact Jessica K. Munch at jakouvel@bcps.k12.md.us if interested)

Social Committee
**Goal:** to help school psychologists network and build support systems
**Ideas:** organize happy hours, holiday party, end of the year party, and charity event in November
**Chair:** Nadine Warrick (nmwarrick@bcps.k12.md.us); **Co-chair:** Pam Cocol (pcocol@bcps.k12.md.us)