



MASP

Michigan Association of School Psychologists

Let's Grow Together

*School Psychologists:
Helping Children Thrive.
In School. At Home. In Life.*



**2023 ANNUAL
FALL CONFERENCE**

NOVEMBER 13 & 14

GVSU - LV Eberhard Center

Grand Rapids, Michigan

PRESIDENT'S MESSAGE

Welcome back! On behalf of the MASP board, we hope that you have had a great start to the academic year and are beginning to settle in to a new (or old!) routine. This is the perfect time of the year to begin planning for the MASP fall conference. We are excited to be hosting the fall conference at Grand Valley State University in downtown Grand Rapids this year. Please join us for an exciting two days of high-quality professional development, collaborating with colleagues from across the state, and enjoying the company of your fellow school psychologists!

This year, we have arranged for a number of national experts to present on topics related to the ever-expanding role of the school psychologists. We are privileged to host a variety of national speakers for our keynotes and featured sessions. Topics ranging from strength-based approaches to social learning to strategies for eliminating low-value practices in school psychology to empowering your professional identity. There is a little something for everyone!

The MASP board has been busy working over the summer on a number of initiatives to support school psychologists in Michigan. I want to thank our hard-working board members for graciously donating their time and energy to our profession. Our shortage committee has done tremendous work on developing several strategies for addressing the critical shortage both in the short and long term. We are excited about the progress and hope that you will see the fruits of their labor in your district. We are also working on ways to expand our support and impact on local school psychologists through our regional directors.

Thank you for your continued support of MASP. As a smaller profession your membership is essential to ensuring that we have input on issues that impact your day-to-day practice. Your continued membership ensures that our voices are heard at MDE and in Lansing.

Best wishes,

Amy Campbell

Amy Campbell, Ph.D.



National School Psychology Week (NSPW)

During the week of **NOVEMBER 6-10, 2023** schools throughout the United States will celebrate National School Psychology Week (NSPW) to highlight the important work school psychologists and other educators do to help all students thrive. This year's theme is **"Let's Grow Together,"** inspired by the importance of both personal and shared strengths in our growth as individuals and school communities in every season of life. The theme recognizes every aspect of growth, as fundamental to effective learning environments and to school psychologists' role in supporting student well-being and learning.



CONFERENCE SCHEDULE

MONDAY, NOVEMBER 13, 2023

8:00-4:00	Registration & Vendors	East Lobby
8:30-11:45	Shifting from What's Wrong to What's Strong: How Strength-Based Practices Support the Social-Emotional Development and Well-being of Youth	EC 215 All
11:45-12:45	Lunch (provided)	EC 215 All
1:00-4:00	Embracing Diversity, Celebrating Strengths: A New Era in School Psychology	EC 201-03
	Low Value Practices in the Assessment of Cognitive Abilities	EC 215 All

TUESDAY, NOVEMBER 14, 2023

8:00-4:00	Registration & Vendors	East Lobby
8:00-8:20	Coffee & Croissants, MASP Board of Directors	EC 215-AH
8:30-11:45	A Season for Champions	EC 215-BCD EFG
11:45-12:45	Lunch (provided)	EC 215-BCD EFG
1:00-3:00	FBA Rubric: Your Rubric Roadmap to High Quality Assessment and Identification of Function-Based Replacement Behaviors	EC 215-BCD EFG
	Finding Out Where They Are: A Diagnostic/Prescriptive Approach to Assessment in Mathematics, Reading, and Writing	EC 215-AH
	School Psychology Apprenticeships: Lessons from Apprentices, Supervisors, and Faculty	EC 201
	Comprehensive School Threat Assessment Guidelines (CSTAG): Overview and School Psychologists' Role	EC 202
	Struggling with Dual Diagnosis: Dyslexia and ADHD (Vendor)	EC 203
3:00-4:00	Behavior Plan and IEP Connection Rubrics: Your Rubric Roadmap to High Quality Behavior Plans and IEP Connections	EC 215-BCD EFG
	A Collaborative Approach to Student Mental Health	EC 215-AH
	Using Technology and AI to Improve School Psychologist Efficiency	EC 201
	How to Succeed and Communicate Effectively with the Most Challenging Personalities: How to Get Along When You Don't Get Along (Vendor)	EC 202
	Resolving Ethical Concerns and Professional Conflicts Through a Restorative Lens	EC 203
	Making a Successful Transition from College to Career: Preparing for Graduate Students	Foundation Room

MONDAY - NOVEMBER 13, 2023

8:30-11:45 KEYNOTE

Shifting From What's Wrong to What's Strong: How Strength-Based Practices Support the Social-Emotional Development and Well-being of Youth

The CDC recently reported that youth mental illness is trending in the wrong direction. Poor mental health and suicidal thoughts and behaviors are increasing for nearly all youth groups. Female and LGBTQ students are experiencing alarming rates of violence and a decrease in mental well-being. Instances of bullying, violence, and drug abuse indicate a need for urgent and drastic intervention. What's required is meaningful action. In this session, we will explore the solution from a strength-based lens. Attendees will receive practical and meaningful ways to reverse these alarming mental illness trends while supporting the social-emotional development of youth. Attendees will leave inspired, energized, and prepared to create a culture of connection to improve youth well-being.

Learner Objectives

The purpose of this session is to help participants develop the knowledge, mindsets, and skills needed to...

- 1.** Analyze data and trends related to youth mental health and well-being.
- 2.** Gain insights into how to support comprehensive school-based mental health services best and understand the broader impacts on families and communities.
- 3.** Learn to implement 1-2 evidence-based SEL strategies and how to tailor them to their specific school or district context.
- 4.** Describe positive outcomes associated with fostering a sense of belonging and connection in schools as a protective factor for student mental wellness.

Relevant NASP Practice Domains

Domain 5: School-Wide Practices to Promote Learning

Domain 8: Equitable Practices for Diverse Student Populations

Dr. Byron McClure is a renowned National Certified School Psychologist, best-selling author of *Hacking Deficit Thinking*, and the Director of Innovation for 7 Mindsets. He is a visionary educator committed to shifting mindsets from what's wrong to what's strong. Dr. McClure holds a Doctor of Education in School Psychology from the Indiana University of Pennsylvania and has over a decade of experience driving change in inner-city communities. Notable for his innovative approach, Dr. McClure has created groundbreaking programs, like Students With A Goal (SWAG) and the Student-Athlete Education Program (SAEP), designed to meet the social and emotional needs of youth furthest from opportunity. As the Assistant Director of School Redesign, he led school transformation initiatives such as the Dream Team, which helped both students and staff learn and use their strengths. In his current capacity as the Director of Innovation at 7 Mindsets, he continues transforming education's future and promoting mental wellness.



1:00-4:00 OPTION 1

Embracing Diversity, Celebrating Strengths: A New Era in School Psychology

In this dynamic workshop, participants will experience a transformative shift from deficit-based to strength-based practices in school psychology. Through a deep exploration of the strength-based approach, attendees will learn how it can bolster resilience, self-esteem, and motivation among students. Aligned with the NASP domains of "Consultation and Collaboration" and "Equitable Practices for Diverse Student Populations," the workshop will dissect various aspects of traditional school psychology, proposing enhancements to better serve students. Participants will depart with a solid understanding of how to integrate strength-based practices into evaluations, consultations, and IEP meetings, effectively nurturing student potential.

Learning Objectives

1. Understand the history of deficit-based approaches in school psychology.
2. Acquire skills to apply strength-based practices in evaluations, consultations, and IEP meetings.
3. Learn to foster inclusivity and advance equity by championing student strengths.

Relevant NASP Practice Domains

Domain 2: Consultation and Collaboration

Domain 8: Equitable Practices for Diverse Student Populations

Dr. Kelsie Reed, Ph.D., is a school psychologist in Prince George's County Public Schools in Maryland practicing at the elementary and middle school level. She attended Loyola University Chicago for graduate school where she received three research awards for her dissertation titled, "Investigating exclusionary discipline: Teachers, deficit thinking, and root cause analysis." She is the co-author of the recently released book, *Hacking Deficit Thinking: 8 Reframes That Will Change The Way You Think About Strength-Based Practices and Equity in Schools*. Dr. Reed is also co-founder of the Strength-Based Collective, where strength-based research, tools, and resources are developed and distributed for educators and parents. She has presented at the community, national, and international level with educators, mental health professionals, and graduate training programs. Dr. Reed's research interests and passions span the areas of school discipline reform, disrupting the school-to-prison pipeline, incorporating strength-based practices into schools, and improving outcomes for minoritized youth. As a biracial, yet white presenting woman, she is also passionate about broadening the understanding of diversity within the multiracial community. Through her research, practice, and advocacy work, Dr. Reed aims to inspire others to foster a more equitable and inclusive society, where individuals of all backgrounds feel seen, heard, and empowered.



1:00-4:00 OPTION 2

Low Value Practices in the Assessment of Cognitive Abilities

School psychologists regularly use cognitive assessment as part of their work in the schools, and it has long held a prominent role in the IDEA classification process. This presentation aims to present up-to-date research findings regarding the application of cognitive assessment for intellectual disability and specific learning disability assessment, as well as explore its role in intervention selection. To facilitate this, we will discuss school psychologists' ethical obligations to do what works for most kids. Emphasis will be placed on practices that are ineffective, unnecessary, and potentially harmful and how to reduce their use in practice.

Learning Objectives

1. Participants will be able to define low-value practices and begin to identify their occurrence in clinical practice.
2. Participants will be able to identify low value practices related to cognitive assessment and identify alternative evidence-based strategies

Relevant NASP Domains

Domain 1: Data Based Decision Making

Domain 10: Legal, Ethical, and Professional Practice



Dr. Ryan L. Farmer, Ph.D., BCBA, is the incoming Director of the Psychological Services Center at The University of Memphis. His research focuses on the science-to-practice gap, especially pertaining to the adoption and use of low value practices, and research processes (e.g., open science, replication) in the field of school psychology.



MASP
on Facebook

MASPSchoolPsych
on Twitter

MASPSchoolPsych
on Instagram

8:00-8:20

Coffee & Croissants with the MASP Board of Directors

MASP officers and board members will provide a brief update on strategic goals for the 2023-24 school year. Individuals will be offered the opportunity to join MASP workgroups, including those representing the advocacy, conference, communication, social justice and mental health committees. Time will be allowed for interaction between members and leaders. No SCECHs are available for this session.

8:30-11:45

A Season for Champions

This session will celebrate school psychologists as champions for children and for schools, focusing on our strength, empowerment, and capacity for growth. With the challenges facing children, families, and schools being at an all-time high, the services of school psychologists are more relevant and necessary than ever. Continuing to show up for children and families during seasons of struggle reveals school psychologists as champions. Yet this work can be exhausting, to say the least, and learning ways to shore up one's wellness is critical to staying healthy and to remaining in the profession long-term. Contextual realities that impact our practice and ways to navigate stressors and systemic barriers will be explored.

Learning Objectives

1. Explore your identity as a school psychologist and reaffirm a deep purpose in your work.
2. Learn ways to cultivate your agency as a champion for children and for schools.
3. Identify practices that will empower you and sustain you through difficult seasons.

Relevant NASP Practice Domains

Domain 2: Consultation and Collaboration

Domain 10: Legal, Ethical, and Professional Practice

Dr. Andrea Clyne, PhD, is President of NASP (2023-2024) and a licensed school psychologist with over 30 years of experience as a school-based practitioner in Colorado. Andrea has spent many years working with her educator colleagues to advance safe, welcoming school environments, equitable practices, and Multitiered Systems of Support. Her leadership experiences include serving as district lead school psychologist, leading her school special education, PBIS, and MTSS teams, and serving on her district MTSS team. Advocating at the local, state, and national levels has reinforced her beliefs that change is possible, that everyone can be a change agent, and that building relationships is critical to success. Active in her state association leadership for 20 years, Andrea developed a passion for promoting the comprehensive school psychologist role. Andrea has also maintained a clinical practice, providing evaluations and psychotherapy for children, teens, and their parents. Before becoming NASP President, Andrea served in several NASP leadership roles, including as Colorado Delegate, Practice Model Committee Chair, 2020 Practice Model Revision Writing Team Lead, Western Delegate Representative and President-Elect on the NASP Board of Directors.



FBA Rubric: Your Rubric Roadmap to High Quality Assessment and Identification of Function-Based Replacement Behaviors

Renee Thelen, Clinton County RESA

Abbey Mix, Kent ISD

Shannon Shy, Livingston ESA

School psychologists often support students with challenging behavior who require a Functional Behavior Assessment and Behavior Intervention Plan. Rubrics are an efficient way to set performance and quality expectations, as well as measure the work of an individual and/or team. Staff who wish to grow their skills of conducting FBAs and designing BIPs can use rubrics as a roadmap to increase quality and improve student outcomes.

NASP Domains: 1, 4

Finding Out Where They Are: A Diagnostic/Prescriptive Approach to Assessment in Mathematics, Reading, and Writing

Mike Hixson, Central Michigan University

Wise advice for anyone working in education or psychology is to start working with the person where they are (versus where they should be or where you would like them to be). But how do you know where they are? This presentation aims to provide information and inexpensive resources that are helpful in identifying where students are academically in reading, writing, and mathematics to figure out what they should learn next.

NASP Domains: 1, 3

School Psychology Apprenticeships: Lessons from Apprentices, Supervisors, and Faculty

Jana Aupperlee, Michigan State University

Grace Gadwood, Ingham County ISD

Jenna Jodts, Jackson County ISD

Dylan Voris, Jackson County ISD

Courtney Weckesser, Jackson County ISD

Participants will learn about school psychology apprentices (SPAs) and how they benefit students, school psychologists, and districts. The session includes a brief presentation and then a panel discussion featuring SPA stakeholders. Panelists will address the following questions: How can SPAs expand the role of school psychologists? How do SPAs differ by year? Is supervising a lot of work? How do we recruit future SPAs? What do we wish we knew a year ago?

NASP Domains: 6, 10

Comprehensive School Threat Assessment Guidelines: Overview and School Psychologists' Role

Mark C. Muscat, Woodhaven-Brownstown School District

This presentation will provide an overview of the Comprehensive School Threat Assessment Guidelines, including a summary of its easy-to-use decision tree, categories of threats, and ongoing evidence-based research of the model itself. This presentation will also go into detail into the different roles a school psychologist (and other mental health providers) may play in the implementation of the model, including participating in the initial threat assessments, conducting mental health assessments, and developing safety plans.

NASP Domains: 4, 6

Struggling with a Dual Diagnosis: Dyslexia and ADHD

Anne Kloth and Lawrence Kloth, *Reading Success Plus*

Dyslexia which impacts more than 1 in 5 students is often paired with ADHD making learning even more difficult. Understanding their connections and remediating with evidence-based instruction can be more powerful in the goal towards producing proficient readers. Addressing literacy is incomplete without an understanding of and its impact on learning.

NASP Domains: 1, 2



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 three (3) SCECHs per individual, so **you must attend a minimum of three (3) hours across the two-day conference.**



Scanning this QR Code links directly to the Google Form that **must be completed within 30 days to obtain SCECHs and/or NASP CPDs.**

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 8, 2023.

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.

Behavior Plan and IEP Connection Rubrics: Your Rubric Roadmap to High Quality Behavior Plans and IEP Connections

Renee Thelen, Clinton County RESA

Abbey Mix, Kent ISD

Shannon Shy, Livingston ESA

School psychologists often support students with challenging behavior who require a Behavior Intervention Plan as well as an Individualized Education Program, however the quality of these supports may vary based on training and experience. Attendees will learn how to use simple rubrics to assess and improve the quality of behavior intervention plans, as well as how to connect the assessment data and goals from these documents into the student's IEP.

NASP Domains: 4, 9

A Collaborative Approach to Student Mental Health

Tracy Hobbs, Northwest Education Services

Thomas Harwood, Royal Oak Schools

Rachel Vandenbrink, Kent ISD

Sara Lewandowski, Shiawassee RESD

This presentation will focus on how the School Counselor, School Social Worker, School Psychologist and School Nurse work as a team to provide services that address the needs of the Whole Child.

The presentation will also review the multidisciplinary structure and how each team member provides interventional support that compliments one another in order to achieve an outcome where a student is able to thrive.

NASP Domains: 2, 4

Using Technology and AI to Improve School Psychologist Efficiency

Charlene Mangi, Ann Arbor Public Schools

Fatimah Muhammad, Birmingham Public Schools

School psychologists play a vital role in the education system, providing support to students, teachers, and families. However, oftentimes the job role can be overwhelmingly consumed by time-consuming paperwork tasks. Technology and Artificial Intelligence (AI) can help school psychologists be more efficient in their work by automating tasks, easily collect and analyze data, and improve productivity of reports, allowing professionals to spend more time working with kids, while still staying in legal compliance.

NASP Domains: 1, 10

How to Succeed and Communicate Effectively with the Most Challenging Personalities: How to Get Along When You Don't Get Along

Beth Kohler, Special Education Mediation Services

True family and school collaboration is what we all strive to accomplish, but sometimes personalities and disagreements over how best to educate children create roadblocks to our success. How do you rebuild a trusting relationship when that trust has been broken? What are the most common barriers to collaboration? What is our role, and how do we move forward successfully? While this presentation has been created with school/family relationships in mind, the principles extend beyond to all relationships.

NASP Domains: 2, 7

Resolving Ethical Concerns and Professional Conflicts Through a Restorative Lens

Cheryl Somers, Wayne State University

Sara England, Lewis Cass ISD

Ornela Shkreli, Romeo Community Schools

Jenna Jodts, Jackson County ISD

This presentation will focus on MASP's newly adopted informal guidance document entitled "Resolving Ethical Concerns and Professional Conflicts Through a Restorative Lens." The ethical problem-solving guidelines will be briefly reviewed, with an added emphasis on providing early opportunities for communication, conversation, and when applicable, restoration. One focus will be on differentiating ethical breaches from interpersonal professional conflict and moving into problem identification and problem solutions more accurately. Attendees will hear about this new model and will be empowered to apply it to situations that they and others may be experiencing. How this fits into problem-solving and conflict resolution models will also be explored. Case examples will be discussed.

NASP Domain: 10

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

Jane Sturgell, Fraser Public Schools

Sarah Rowe, University of Detroit Mercy

Jennifer Taiariol, Wayne RESA

This session will prepare students for their internship and for their first job as a school psychologist. Students will learn the role of the school psychologist in various settings, and 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.

NASP Domains: 2, 10

DONATE TO MASP'S SCHOOL PSYCHOLOGISTS FOR KIDS PAC

Donations can be accepted from members only.

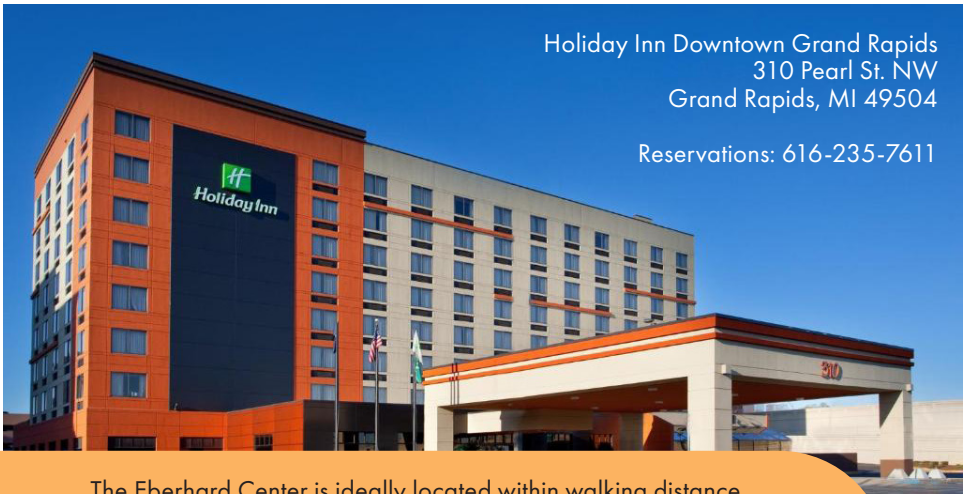
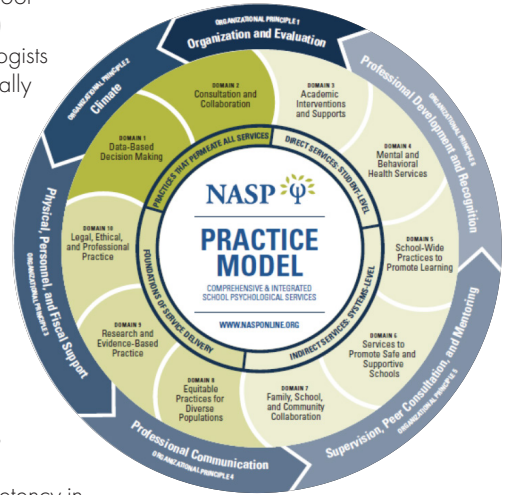
Please consider donating to MASP's Political Action Committee, School Psychologists for Kids PAC. Every dollar helps to support school psychology friendly candidates, ballot initiatives, and legislation in the state of Michigan. MASP has been directly involved in supporting and opposing legislation and executive branch issues in Lansing for a number of years. In the course of this effort, it is sometimes necessary for MASP officers or its lobbyists to attend fundraising events for legislators or other elected officials. A Political Action Committee is a legal requirement for MASP to do so. Contributions to MASP's School Psychologists for Kids PAC are used to create a collective political force that can influence social and governmental policy dealing with the issues relating to our profession.

DONATE

MASP's PAC allows YOU to have a VOICE in the Michigan Legislature regarding issues that influence YOUR profession.

The Model for Comprehensive and Integrated School Psychological Services

The Model for Comprehensive and Integrated School Psychological Services (the NASP Practice Model) describes the services provided by school psychologists to students, families, and schools. The model generally does not differentiate the services provided by school psychologists prepared at the doctoral and specialist levels. Rather, the model promotes a high level of services to meet the academic, social, behavioral, and emotional needs of all children and youth. It may be noted, however, that work experience, advanced graduate education, and professional development may result in specific skills and advanced knowledge of individual school psychologists. Among groups of school psychologists, not everyone will acquire skills to the same degree of proficiency across all domains of practice. However, all school psychologists are expected to possess at least a basic level of competency in all of the domains of practice described in this model.

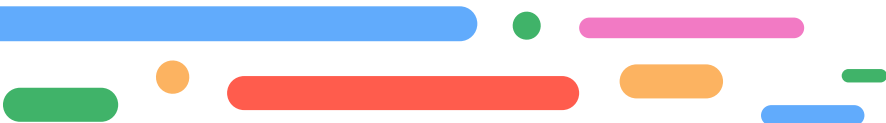


Holiday Inn Downtown Grand Rapids
310 Pearl St. NW
Grand Rapids, MI 49504

Reservations: 616-235-7611

The Eberhard Center is ideally located within walking distance (262 steps to be exact) to the Holiday Inn Hotel.

In order to receive the group guest room rate of \$139 / night under the MASP block, **reservations must be made prior to 10/31/2023** by calling the Reservations Department at 616-235-7611.



ALL CONFERENCE REGISTRATIONS
MUST BE RECEIVED VIA THE MASP WEBSITE
WWW.MASPWEB.COM/EVENT-5316121

COST OF REGISTRATION	By 9/29	After 9/29	On-Site
MASP Member	\$175	\$200	\$225
Non-MASP Member	\$225	\$250	\$275
Retired MASP Member	\$125	\$140	\$155
Student MASP Member	\$75	\$85	\$95

PLEASE NOTE: The Early Bird Registration rate is available if registration and payment are received by September 29, 2023. 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.

Registration is available online at
www.maspweb.com/event-5316121

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.

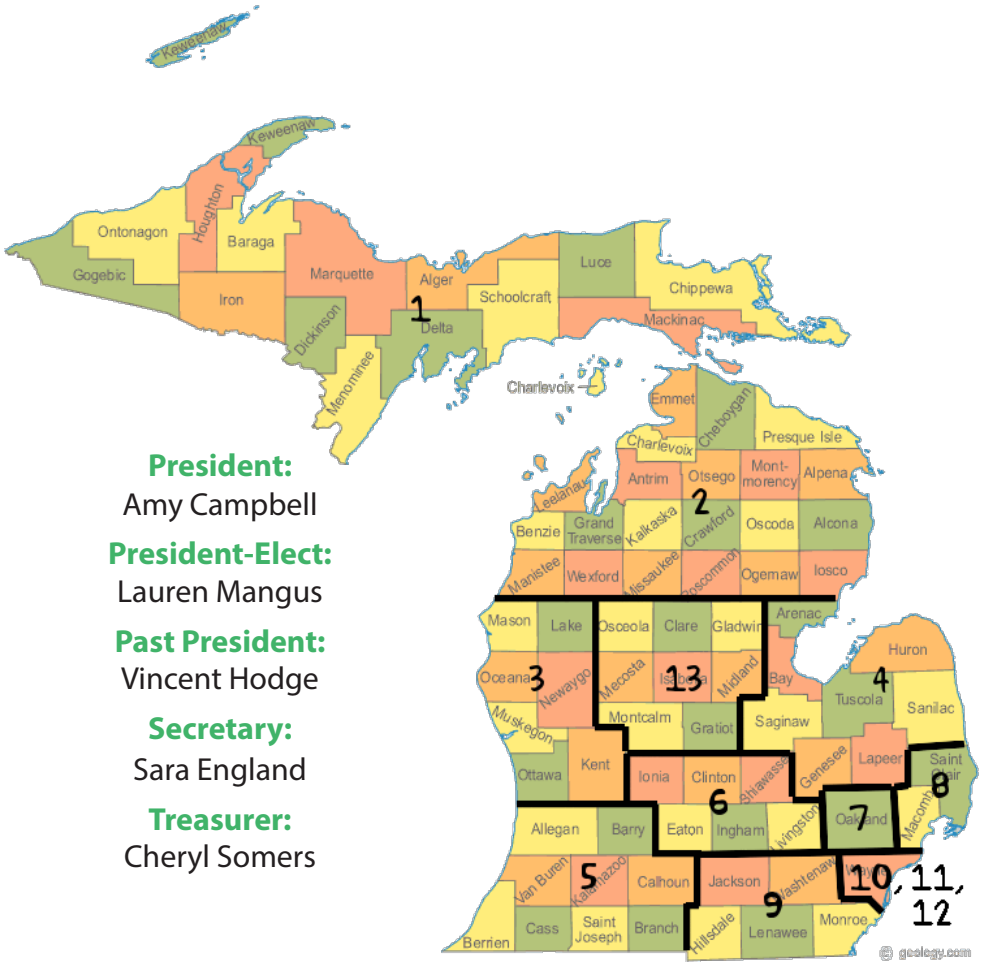
Refund Policy:

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 11/06/2023. Allow 6 weeks for refund.

Disputed Charges Policy:

Should an individual dispute charges, particularly due to not recognizing the MASP charge on their credit/debit card, the card holder will be responsible for providing a Letter of Acceptance so that MASP may respond to the chargeback claim. The card holder will be assessed **a fee of \$25, regardless of the outcome of the chargeback**, for having to reverse process the money to the card issuing bank.

2023-2024 MASP Officers and Regional Directors



President:
Amy Campbell

President-Elect:
Lauren Mangus

Past President:
Vincent Hodge

Secretary:
Sara England

Treasurer:
Cheryl Somers

Region 1: Rachel Coyne
Alternate: Samantha Campbell

Region 2: Hannah Barrow
Alternate: Tracy Hobbs

Region 3: Lauren Ahlers
Alternate: Jennifer James

Region 4: Christa Oxford
Alternate: OPEN

Region 5: Sara England
Alternate: Marleen Bottoms

Region 6: Sara Lewandowski
Alternate: Marla Saint Gilles

Region 7: Susan Koceski
Alternate: Dina Bansen

Region 8: Jane Sturgell
Alternate: OPEN

Region 9: Charlene Mangi
Alternate: Jason Sines

Region 10: Lisa Horvatic
Alternate: Jennifer Taiariol

Region 11: Joshua Tynan
Alternate: Brittney Gagnon

Region 12: Menhem Aouad
Alternate: Sarah Rowe

Region 13: Michele Millhouse
Alternate: Matt Smith

NASP Delegate: Jim Corr

University Liaison:
Jana Aupperlee

Student Representative:
Ornela Shkreli
Alternate: Jenna Jodts

MASP recently established a Scholarship Program to financially support current graduate students from minoritized and marginalized backgrounds to school psychology, in order to encourage and support a diverse workforce of Michigan school psychologists that more closely matches the student demographics in Michigan. Eligibility and Application information will be made available and communicated to MASP Membership in the coming weeks. The program intends to award annual scholarships to \$1,000 to selected scholars, as funds are available to do so.

The first fundraising event will be a Trivia Night, to be held on **Monday, November 13th** at the Jolly Pumpkin Pizzeria and Brewery in Grand Rapids. Please consider attending this social event to help raise funds for our first round of scholarship recipients! More information to follow.

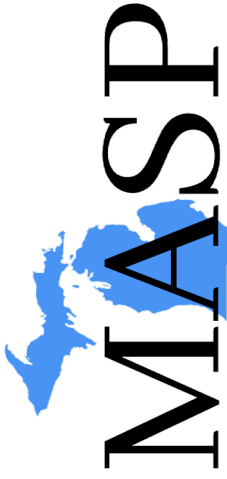
SAVE THE DATE

Spring Conference

MARCH 15, 2024

8:30AM-3:30PM

LANSING, MI



Michigan Association of School Psychologists

104 Fairway Ct
Kewadin, MI 49648

**2023 ANNUAL
FALL CONFERENCE**
November 13 & 14
GVSU - LV Eberhard Center
Grand Rapids, Michigan

PRSRT STD
U.S. POSTAGE
PAID
SAGINAW, MI
PERMIT NO. 52