

North Eastern California Association of School Psychologists

The NECASP Network

We keep our psychologists covered.



The New *NECASP*

Welcome to our very first newsletter! We are the North Eastern California Association of School Psychologists (NECASP). As an affiliate charter of our State association, we are passionate about bringing together our fellow school psychologists, graduate students, and regional stakeholders in the field of education. Considering our vast region, we aim to foster collaboration and share expertise from the buttes to the foothills and from the mountains through the valley.

Our mission is to unite school psychologists throughout our diverse region to facilitate evidence-based practices, promote social-emotional-learning, and to advance advocacy efforts for our students, schools, and communities that we serve. We look forward to sharing our quarterly updates with you.

NECASP area includes the following counties: Placer, El Dorado, Butte, Sutter, Yuba, Tehama, Shasta, Lassen, Glenn, Plumas, Nevada, Sierra, Modoc, and Siskiyou



NECASP Summer 2021 Planning Retreat
School psychologists: Irene Chang, Shietel Chhana, Brooke Maston, Michele Custer, and Lidiya Badalyan

Meet Our *Kneat* Psychs [Continue to page 3]

President, Brooke Maston "P(R)EZ"



What are you looking forward to this school year? I am looking forward to seeing all my students again! I'm excited for students to experience a sense of normalcy.

What do you do for self care? For self-care, I love going on walks, baking, yoga, crafting, and cuddling with my cats.

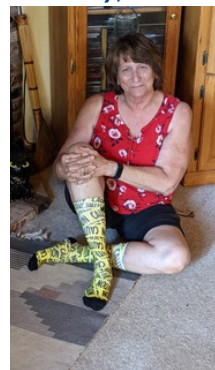
What are your interests in this field? My interests in the field include evidence-based practices for assessment and intervention, trauma-informed practices, and equity in education.

Which county do you serve? For the last two years I have worked in Butte County, serving students within Oroville Union High School District. I am continuing work in Butte County again this school year as well as supporting students in my hometown of Yuba City.

Treasurer, Coralie Wegner

Coralie Wegner is a Licensed Educational Psychologist and Credentialed School Psychologist with more than 25 years experience helping children and their families support students and their learning. Her work has included working with school districts throughout California as well as working in private practice to support students and their families. Coralie is a team player who prides herself on working collaboratively with parents and teachers to tailor individualized learning programs for students utilizing evidence-based practices. As a parent of three boys, Coralie relates to the challenges that children and parents face in today's world. It's through this knowledge and experience that she continues to follow her passion to better the educational lives of children, and to help families navigate the complex and difficult decisions they face.

Secretary, Barbara Lewis Mill



What are you looking forward to this school year? Hi! I'm Barbara, NECASP's Secretary! In 2021-22, I am SO excited that NECASP will have the opportunity to expand and provide support and training for school psychologists in North Eastern California! At my school sites, I'm looking forward to seeing children learning in classrooms, laughing and playing at recess, and rediscovering "normal" at our schools.

What are your interests in this field? My professional interests are Autism, Preschool (programming and assessment), Neuropsychology, Executive Function, PSW, and all aspects of behavior. I am a BCBA and an NCSP.

What do you do for self care? Besides finding something to laugh about daily (one of my personal goals), my self-care activities include working out [almost] every morning (weights, cardio, stationary biking, swimming, Pilates, TRX) and stretching every night (this is non-negotiable). One of my goals is to do a Sprint Triathlon sometime in the next three years. Oh, and I'm a Disney fanatic.

Which county do you serve? I work for PCOE (that's the Placer County Office of Education) and serve seven sites and/or programs located in Auburn, Newcastle, Penryn, Granite Bay, Roseville and Dry Creek.

Click [Here](#) to Visit Us at Our Website!

Learning Lag, Mental Health, & The Ubiquitous "C" Word

Students' Mental Health and the COVID-19 Pandemic

What are some thoughts that pop into your head when you hear the words mental-health and the COVID-19 pandemic?

Sunshine and rainbows? I did not think so either. For over a year of experiencing feelings of uncertainty, grief, loss, isolation, approximately 30 percent of parents in a Gallup poll reported their child struggles with their emotional and mental health (Calderon, 2020). Suicidal ideation rates were also reported to increase among children and young adults, as shutdowns and social isolation eroded many students' mental and emotional well-being. Additionally, throughout the 2020-21 school year, educators, parents, and administrators, across the country continued to cite major concerns for their students' social and emotional functioning, especially those learning from home. School closures not only capsized most students' education, they significantly distorted students' social networks and interactions with classmates and teachers. It is recommended to further strengthen the collaborative approach between schools, families, community leaders and health officials to further support childrens' needs in and out of school (Calderon, 2020).

Mental Health Resources

- From CASP: <https://casponline.org/about-casp/publications/covid-19-resources/>
- <https://covid19k12counseling.org/student-mh-week>
- National Suicide Prevention Lifeline: 1-800-273-8255 (24-hour hotline)
- Crisis Text Line: Text 'HOME' to 741741 for 24/7 support.
- From NASP
<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19>

The COVID-19 Pandemic and Learning Lag

Brace yourselves.....Research conducted by Policy Analysis for California Education (PACE, 2021) has documented how learning has declined during the COVID-19 pandemic, leading to an increase in equity gaps. One study demonstrated a substantial learning lag in both English language arts and math, with students in grades four through six being the most impacted. In most grades, low-income students fell significantly further behind than higher-income students. And in some grades, lower-income students fell behind while higher-income students' learning actually increased. Additionally, students learning English demonstrated more of a learning lag than their peers in nearly every grade in both English language arts and in early grades for math (PACE, 2021).

According to another study conducted by PACE (2021) with researchers from Stanford University, found that while examining oral reading fluency in grades one through three, they found the development of reading fluency substantially stopped. It was noted that students' reading fluency was growing at a typical rate by the fall; however, the return to nearly average rates was not enough to recover from the springs' losses. These findings also indicate that students in historically low-performing districts are quickly falling behind (PACE, 2021).

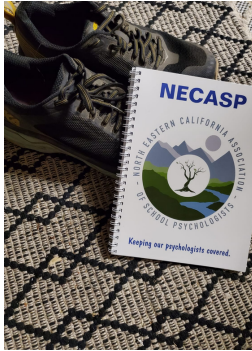
New California Education Law

On July 1, 2021, Governor Gavin Newsom signed a new bill into law. This law is called **AB (Assembly Bill) 104**. The AB 104 provides new options to address student learning loss due to COVID-19 school closures and distance learning. Additionally, it establishes a new retention request process. AB 104 also allows grade changes for high school students. Lastly, AB 104 provides an exemption to the high school graduation requirement for specific juniors and seniors.

You can find the text of AB 104 [here](#).

Meet Our *Kneeat* Psychs [Continued from page 1]

President-Elect, Michele Custer



What are you looking forward to this school year? I am looking forward to a year of continuity from start to finish. Also super optimistic about bringing together a community of psychologists who will support one another, regardless of what the year may behold.

What do you do for self care? Self-care for me is on the trails eating up miles in my dusty running shoes. Looking forward to sporting some new NECASP knee socks in my upcoming journeys (be on the lookout for NECASP socks for purchase in the near future).

What are your interests in this field? My interests within the field include legislative advocacy, SEL, and crisis prevention and response. Advocacy is really a driving force for me. Advocating for individual children, families, teachers/school systems, implementation of best (and legal) practices, accountability, and recruiting professionals into our field. I absolutely love what we do and the WHY of doing it!

Which county do you serve? Because I work for any agency, I often "float" around to different school systems throughout the year. I am mostly working in Placer County but have also supported schools in Sacramento, Butte, El Dorado, and beyond.

Membership Co-Chair/Hospitality, Shietel Chhana



What are you looking forward to this school year?

For me, I am always excited to start a new year! My nerdy side loves getting ready for the school year by doing some "back to school shopping" just like kids do. My professional side loves how each year is different and I never know what to expect. I'm really looking forward to jumping back into work with my amazing team!

What are your interests in this field? I currently have an interest in school neuropsychology and also the impact that adverse childhood experiences have on students. School crisis and trauma has also been an area of interest of mine.

What do you do for self care? I believe that self care is so important for all of us! I enjoy doing activities such as watching light TV shows or movies, exercising, reading books that have nothing to do with work, and spending time with people who make me feel good! I'm a complete foodie so I love to go out and try different restaurants with my friends and family. I also love to travel and plan trips!

Which county do you serve? I have been working in the Roseville area in Placer County for the past 10 years. I primarily work with high school students and love this population of students!

Workshop Coordinator, Irene Chang



What are you looking forward to this school year? As Workshop Coordinator, I look forward to promoting new training and professional development opportunities for school psychologists in our North Eastern California region. I am excited for a new year of welcoming students back to in-person community-building, exploration, and learning. I am thrilled to be at the same school with my two sons, and look forward to forging new relationships with colleagues, students, and families.

What are your interests in the field of school psychology? My special interests include best practices for supporting students with autism spectrum disorder, anxiety, depression, attention and executive functioning deficits, and dyslexia.

What do you do for self-care? I am a big water person, having previously lived in Hawaii, so anything that gets me underwater, whether it be waterfalls, the river, or a nice hot bath after work, is an instant energy cleanse. Yoga, dancing and singing also help me stay grounded, in gratitude, and refreshed.

Which county or areas do you serve? I am currently supporting charter school services in Nevada County.

Membership Co-Chair/Webmaster, Stephanie Hewitt

What are you looking forward to this upcoming school year? I'm looking forward to (hopefully) serving students back at school, in-person; and helping students reconnect with others and adapt after a challenging year.

What do you do for self-care? I try to take some time for myself or to connect with my husband after my kids go to bed. When I have alone time, I like to read and go paddleboarding at the lake or river.

What are your interests in the field of school psychology? My interests include: Dyslexia, ADHD, autism, and supporting and collaborating with other school psychologists.

Which county or areas do you serve? Primarily, I serve Placer and Nevada counties.

Public Relations Coordinator, Lidiya Badalyan



What are you looking forward to this school year?

I am looking forward to another great year working with an amazing team of incredible educators and serving my students and their families! I am also very excited to send more updates for all of you as a new member of NECASP!

What are your interests in this field? How fortunate are we to work in such an incredible field? I love what we do! My interests are always expanding as I grow more in this field. Currently, I am interested in neuropsychological assessments, autism/ADHD, dyslexia, & counseling.

What do you do for self care? I've learned early on about myself that I need to take short breaks in-between working. These short breaks frequently include riding my bicycle, taking walks outside, listening to music, or checking in with other team members.

Which county do you serve? I currently serve a K-8 school and an alternative high school in Nevada County. I love it here; it is filled with many wonderful people!

Join Our Team!

Click [here](#) & become a NECASP member today!

Membership Categories:

- Regular Member
- Associate Member
- Retired Member
- Student Member

The COVID-19 Pandemic and Learning Lag

As we move forward, it is recommended to particularly provide more attention to the youngest and oldest students (PACE, 2021). According to the PACE (2021) attendance data, preschool enrollment and the attendance numbers for the early grades drastically declined. As you may have personally experienced, distance learning was noted to be the most challenging for the younger students; a large number of students are likely to start kindergarten and first grade significantly far behind. As we know, if these students in early grades do not develop the basic skills they need, it may be difficult for them to access future learning.

Moreover, older students were reported to struggle with their mental health and feelings of connectedness (PACE, 2021). Across the state of California, there are alarming indicators that high school students have not engaged with distance learning. Locally, in the Sacramento City Unified School District, ten times more students were significantly disengaged compared to last year.

With the hopes of returning to "normal" while we respond to this public health and education emergency, it is recommended to build toward an educational system that centers equity so all students and especially those most impacted by the pandemic and systemic racism—have the support and opportunities they need to achieve their potential (PACE, 2021).

Continued from page 2]

Recommendations for a Restorative Restart

1. Center relationships.

- Ex: Try to connect with every family and every student to build communication, trust, and rapport with educators and families.

2. Address whole-child needs.

- Ex: Identify the unique needs of each student and develop a plan to address those social, emotional, and academic needs.

3. Strengthen staffing & partnerships.

- Ex: Support staff and community partnerships through various opportunities.

4. Make teaching & learning relevant & rigorous.

- Ex: Support educators to focus on equity and setting high standards in their instruction.

5. Empower teams to rebuild & reimagine systems.

- Ex: Establish a districtwide plan and foundation for long-term transformational and systemic change.

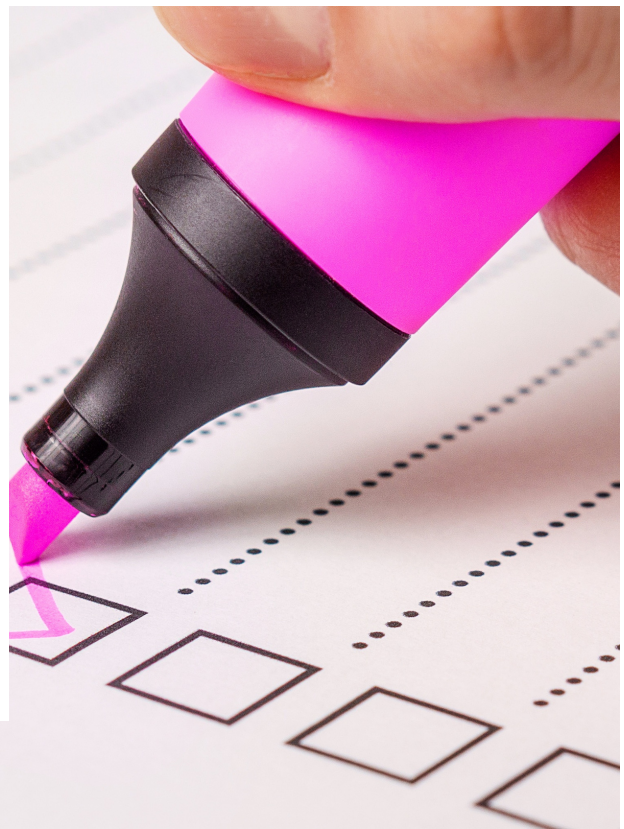
(Policy Analysis for California Education [PACE], 2021)

Resources to Reference

- [Returning to school after COVID-19 Toolkit](#)
 - [Considerations for Academic Assessments and Interventions Upon the Return to School](#)
 - [Conducting Psychoeducational Assessments During the COVID-19 Crisis: the Danger of Good Intentions](#)
 - [Helping Children Cope With Changes Resulting From COVID-19](#)
 - [Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](#)
 - [Parenting and Caregiving: Advice and guidance on caring for, educating and supporting loved ones during COVID-19](#)
 - [The Pandemic's Impact on Special Education Evaluations and SLD Identification](#)
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Tell Us What You Think!

Click [Here](#) To Take A Short Survey About NECASP!



Stay Connected and Join Us for
NECASP's Social Event!

Date: **September 17, 2021**

Time: **4-6pm**

Location: **Zocalo @ The Fountains
in Roseville, CA**

Reference List

- Calderon, J.V. (2020). *U.S. Parents Say COVID-19 Harming Child's Mental Health*. Retrieved from: <https://news.gallup.com/poll/312605/parents-say-covid-harming-child-mental-health.aspx>
- Policy Analysis for California Education. (2021). *COVID-19 and the Educational Equity Crisis Evidence on Learning Loss From the CORE Data Collaborative*. Retrieved from: <https://edpolicyinca.org/newsroom/covid-19-and-educational-equity-crisis>
- Policy Analysis for California Education. (2021). *Reimagine and Rebuild: Restarting School with Equity at the Center*. Retrieved from: <https://edpolicyinca.org/publications/reimagine-and-rebuild>