School Practitioner Community of Practice
(A network for sharing & exchange)
(8/4/21)

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(Scroll down to read about the above and for hotlinks to resources)

Note: Go to http://smhp.psych.ucla.edu/ for links to other Center resources.

This resource is from the
Center for MH in Schools & Student/Learning Supports, UCLA

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

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For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu
For previous postings of community of practice discussions, see
http://smhp.psych.ucla.edu/practitioner.htm

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For discussion and interchange:

Request from a colleague: *I have been working on and implementing practices into the curriculum that align with Tier 1 Social and Emotional support and Multi-Culturally Responsive Instruction. My goal is to seamlessly integrate these two elements, to support and value all students socially, culturally, and emotionally ... [and] not lose any students academically and socially and emotionally. ... Any assistance or insight would be greatly appreciated!*

Center Comments: With specific respect to integrating Social/Emotional development and multicultural curriculum, here are two resources that speak specifically to this:

>*Culturally responsive practices as whole school reform*
https://files.eric.ed.gov/fulltext/EJ1069396.pdf

>*Equity & Social and Emotional Learning: A Cultural Analysis*
https://casel.org/wp-content/uploads/2020/04/equity-and-SEL-.pdf

We also have a Quick Find on *Cultural Competence and Related Issues* which has links to these and many other related resources http://smhp.psych.ucla.edu/qf/culturecomp.htm

With respect to tier I – in approaching any school goals, we continue to emphasize moving beyond a limited MTSS framework. We stress developing the continuum of interventions into a consolidated set of subsystems that (a) weaves together school and community resources and (b) organizes the supports needed each day at schools into a delimited set of domains that cross the continuum. This provides a framework for developing a unified, comprehensive, and equitable system of student/learning supports over several years.

From this perspective, we suggest that the *first* concern in "not losing any students academically and socially and emotionally" is to map current student/learning supports and work to fill system gaps. (That is, the *first* concern related to avoiding losing students is to make certain essential supports are in place and implemented effectively.)

See *Mapping & Analyzing Learning Supports* (A School Improvement Tool for Moving toward a Comprehensive System of Learning Supports)
http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf

The *second* concern is to identify students who are not doing well. Rather than introducing screening instruments for this, we find most teachers know who needs more attention (especially if they are using Response to Intervention as a regular practice). Schools need to invest less in screening and more in providing personalized assistance to such students.

In the following three free books, we go into depth about building on MTSS to move forward in providing essential supports for students and teachers and about using a sequential and hierarchical approach to personalizing instruction and special assistance

>*Addressing Barriers to Learning: In the Classroom and Schoolwide*

>*Improving School Improvement*

>*Embedding Mental Health as Schools Change*

All three of these resources can be accessed at no cost at
http://smhp.psych.ucla.edu/improving_school_improvement.html

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Is this topic being discussed in your locale?

Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

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In the News

>U.S. Department of Education Releases "Return to School Roadmap"

Support Students, Schools, Educators, and Communities in Preparing for the 2021-2022 School Year
https://www.ed.gov/news/press-releases/us-department-education-releases-%E2%80%9Creturn-school-roadmap%E2%80%9D-support-students-schools-educators-and-communities-preparing-2021-2022-school-year?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

>Summer School: a mixed picture

From: *Staffing shortages, exhaustion, family vacations temper big summer-school hopes*
https://www.latimes.com/california/story/2021-07-21/teacher-shortage-exhaustion-temper-summer-school-attendance

... Despite the funding surge that has allowed a vast majority of California school districts to open this summer, the size and scope of many programs have been limited by teacher and staffing shortages, the inability of districts to ramp up programs fast enough, and families' desire for a break amid ongoing safety concerns. ...

In Los Angeles, about 100,000 students — about 22% of the 465,000 student population — were enrolled in a summer program, according to the district. L.A. Unified partnered with community organizations to offer a diverse array of enrichment courses for K-12 students: sports and nutrition, language study, cartoon drawing and animation, and dance choreography among them. Despite the district's efforts to draw in more students in with these opportunities, enrollment numbers were similar to 2020, when all summer classes were online. This summer, 41% of attendees were online.

San Diego Unified, saw its enrollment jump nearly five-fold between 2019 and 2021. The district typically serves 5,000 of its 98,000 students through summer programs, which in the past was comprised of credit recovery for high schoolers and "extended-school year" for students with special needs. This year, 23,000 students signed up for the district's expanded offerings for K-12 students... San Diego is offering enrichment opportunities through partnerships with community organizations, including the San Diego Zoo, the La Jolla Playhouse, Girl Scouts and YMCA, which is hosting a surf camp.

Long Beach Unified School District almost doubled its usual summer school enrollment between 2019 and 2021. However, the district stopped short of offering its Supports, Enrichment & Accelerated Learning program to all K-8 students because of staffing challenges. Students with the highest needs were prioritized, and other families could enroll their children upon request. ...

Many districts struggled to recruit teachers to work this summer after a grueling year. Palmdale School District, for instance, has a wait list of 400 students because not enough teachers volunteered. The district's programs were capped at 805 total. ...

Redondo Beach Unified School District offered two-week "summer bridging institutes" that enabled beleaguered students and teachers to focus on just one subject or activity for a short amount of time. Classes included reading in Spanish, a journalism course for first-graders, and intramural sports and drama. ...The institutes have been popular. "We had teachers coming out of the woodwork to lead these passion projects," said Susan Wildes, the district's assistant superintendent of educational services. More than 1,600 student signed up for at least one class, with many others opting to take multiple. The district usually enrolls about 300 K-8 students in summer school.

"We really wanted to focus on getting kids excited about school restarting," Wildes said, "opposed to filling in gaps of what they missed."

>*We don't have big goals': Leaders call for ed transformation after COVID-19*

https://www.k12dive.com/news/we-dont-have-big-goals-leaders-call-for-ed-transformation-after-covid-1/603812/

... while the COVID-19 pandemic triggered a rapid change in areas like technology and community schools, it also highlighted issues in K-12 that have been slow to progress. ... Politics and a lack of bipartisanship, as well as an ineffective distribution of resources, have often gotten in the way of improving school infrastructure and providing universal broadband access, speakers at the summit said. ... As a country, we fight over small strategies. We don't have big goals,

>Links to a few other relevant shared resources

U.S. Department of Education Releases $600 Million to Support Homeless Students
https://diverseeducation.com/article/221429/?utm_source=ECS+Subscribers&utm_campaign=eb8a79e722-ED_CLIPS_07_29_2021&utm_medium=email&utm_term=0_1a2b00b930-eb8a79e722-53599575

Applying the social development model in middle childhood to promote healthy development: Effects from primary school through the 30s and across generations
https://link.springer.com/article/10.1007/s40865-020-00152-6

Resilient communities
https://www.newamerica.org/resilient-communities/about/principles-resilient-communities-program/

Six foundations for communities resilience
https://www.resilience.org/six-foundations-for-community-resilience/

Community resilience https://www.rand.org/topics/community-resilience.html

A multi-tiered systems of support blueprint for re-opening schools following COVID-19 shutdown https://www.sciencedirect.com/science/article/pii/S0190740920323410

Structural Racism Booklet: Research and Policy Analyses
https://www.npscoalition.org/post/structural-racism-booklet-research-and-policy-analyses

Preventing Childhood Toxic Stress: Partnering With Families and Communities to Promote Relational Health https://pediatrics.aappublications.org/content/early/2021/07/23/peds.2021-052582

Schools Must Connect Learning to Real-World Experience. Service Learning Can Help
https://www.edsurge.com/news/2021-07-26-schools-must-connect-learning-to-real-world-experience-service-learning-can-help

27 unique ways teachers can introduce themselves to their students
https://www.weareteachers.com/10-creative-ways-to-introduce-yourself-to-students-2/

Students attending school remotely suffer socially, emotionally, and academically. Educational Researcher. doi.org/10.3102/0013189X211031551.

A Few Upcoming Webinars

8/4 Welcomed: Embracing Students, Families and Educators in the New School Year

8/5 Reimagining learning: starting with students in the center

8/5 Adapting Prevention Interventions to Better Serve Vulnerable Populations

8/11 Understanding Doubled up

8/16 Positive community norms

8/17 Planning for transition

8/19/21 What matters most as a new school year begins

8/25 Back to School 2021: A conversation about how to get ready

8/26 Paving the Way to College for Students Experiencing Homelessness

8/31/21 Assessing with Respect: Everyday Practices That Meet Students' Social and Emotional Needs

9/29 Fully Present: Leveraging Attendance Data to Ensure Ongoing Success

Webinar recording: Unpacking the Impacts of Structural Racism on Youth
   https://preventioninstitute.us17.list-manage.com/track/click?u=5f4bf5a36bd9f72789255d49a&id=17f472fea9&e=b6757fd9d7

For more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts –
   http://smhp.psych.ucla.edu/webcast.htm

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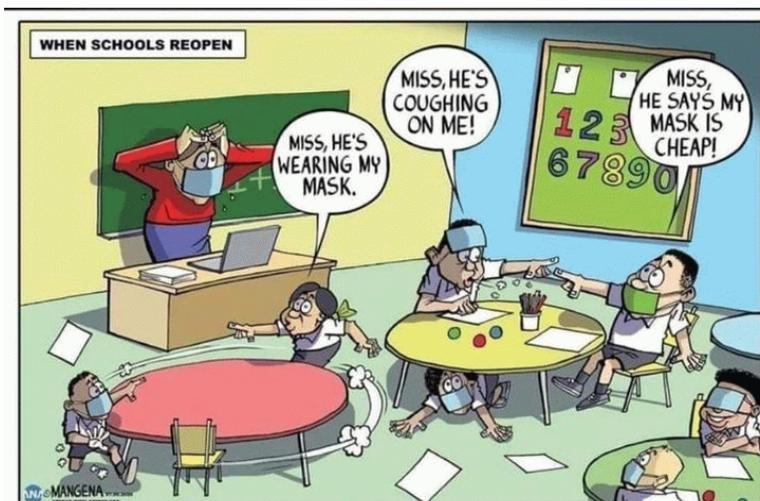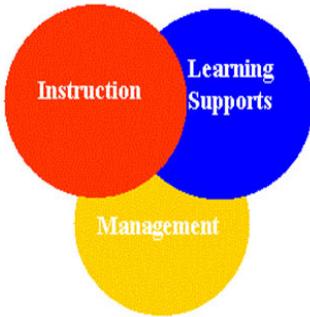
For information about the
National Initiative for Transforming Student and Learning Supports
go to http://smhp.psych.ucla.edu/newinitiative.html

Equity of opportunity is fundamental to enabling civil rights;
transforming student and learning supports is fundamental to
promoting whole child development, advancing social justice,
and enhancing learning and a positive school climate.

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Invitation to Listserv Participants:

**Everyone has a stake in the future of public education. This is a
critical time for action. Send this resource on to others. Think
about sharing with the growing number who are receiving it.
AND Let us know about what we should be including.**
Send to Ltaylor@ucla.edu

**THE MORE FOLKS SHARE, THE MORE USEFUL AND
INTERESTING THIS RESOURCE BECOMES!**

For new sign-ups – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.

**We post a broad range of issues and responses to the Net Exchange
on our website a**t http://smhp.psych.ucla.edu/newnetexchange.htm
and on Facebook (access from the Center's home page http://smhp.psych.ucla.edu/ **)**