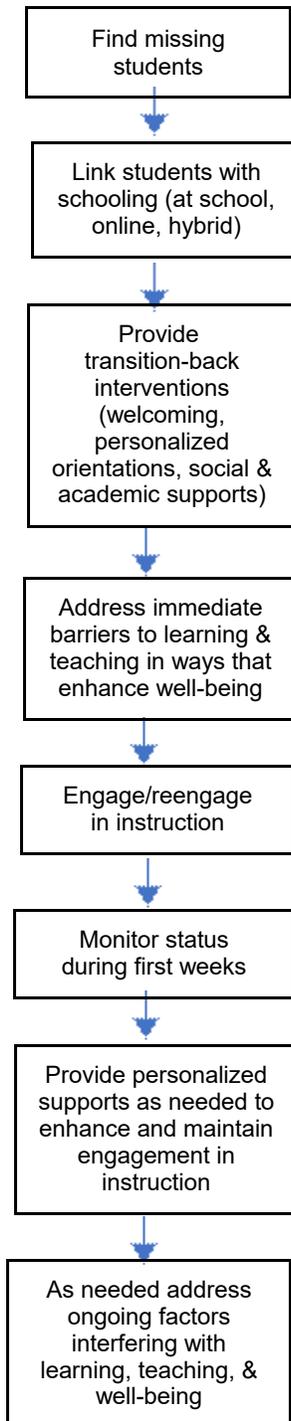


Finding and Reengaging Students who Went Missing During the COVID Pandemic

What's being planned for finding and reconnecting the many students who have "disappeared" from the rolls at school?

Finding them, of course, is the first challenge.

However, schools also must plan for successfully engaging/reengaging these youngsters in instruction. This involves a series of steps and tasks such as those highlighted below.



Reengaging disconnected students is one facet of a school's efforts to address barriers to learning and teaching.

Given the relatively small pool of student/learning support staff available at schools and the range of students in need, *system (re)building* is essential so that the sparse resources available can be deployed in more potent ways.

The focus of system (re)building is on unifying the district's student/learning supports and then weaving into the unified system whatever resources the community and those at home can add. Schools that have adopted some form of MTSS can build on that model by reframing each level of intervention into an integrated set of subsystems that braid school and community resources at each level.

At the same time, it is important to organize interventions cohesively into a circumscribed set of well-designed and delimited domains that encompass a school's efforts to reengage disconnected students and provide student and learning supports each day in the classroom and schoolwide.

See the following page for resources.

Exhibit

Intervention Framework for a System of Learning Supports*

		Integrated Intervention Continuum (levels)		
		<i>Subsystem for Promoting Healthy Development & Preventing Problems</i>	<i>Subsystem for Early Intervention</i>	<i>Subsystem for Treatment (“System of Care”)</i>
Categories of Classroom and School-wide Student/Learning Support Domains	<i>Classroom-based learning supports</i>	(e.g., personalized instruction)	(e.g., special assistance in the classroom provided as soon as a problem arises)	(e.g., referral for <i>specialist</i> assistance)
	<i>Supports for transitions</i>	(e.g., reengaging disconnected students; welcoming newcomers; providing social/academic supports)	(e.g., when problems arise, using them as teachable moments to enhance social-emotional development and learning)	(e.g., personalized supports for students returning to school from incarceration)
	<i>Home involvement & engagement</i>	(e.g., outreach to attract and facilitate participation of hard-to-reach families)	(e.g., engaging families in problem-solving)	(e.g., support services to assist family in addressing basic survival needs)
	<i>Community involvement & collaborative engagement</i>	(e.g., outreach to recruit volunteers)	(e.g., developing community links and connections to fill critical intervention gaps)	(e.g., outreach to reengage disconnected students and families)
	<i>Crisis response/prevention</i>	(e.g., promoting positive relationships)	(e.g., immediate response with physical and psychological first-aid)	(e.g., referral for follow-up counseling)
	<i>Student & family special assistance</i>	(e.g., enhancing coping & problem solving capability)	(e.g., providing consultation, triage, and referrals)	(e.g., ongoing management of care related to specialized services)
		Accommodations for differences & disabilities		Specialized assistance & other intensified interventions (e.g., Special Education & School-Based

*The above matrix provides a guide for organizing and evaluating a system of student and learning supports and is a tool for mapping existing interventions, clarifying which are evidence-based, identifying critical intervention gaps, and analyzing resource use with a view to redeploying resources to strengthen the system. As the examples illustrate, the framework can guide efforts to embed supports for compensatory and special education, English learners, psychosocial and mental health problems, use of specialized instructional support personnel, adoption of evidence-based interventions, integration of funding sources, and braiding in of community resources. The specific examples inserted in the matrix are just illustrative of those schools already may have in place. For a fuller array of examples of student/learning supports that can be applied in classrooms and schoolwide, see the set of surveys available at <http://smhp.psych.ucla.edu/pdfdocs/surveys/set1.pdf>

Resources

The National League of Cities (NLC) provides a resource guide that highlights strategies for finding and connecting with students. See *Addressing Student Engagement in the Time of COVID-19*

https://www.nlc.org/wp-content/uploads/2020/11/Resource-Guide_Addressing-Student-Reengagement-in-the-Time-of-COVID19_10302020.pdf (This autumn edition is to be updated soon.)

Our Center has developed three free resources to provide online in depth aids to guide planning relevant to the type of system building indicated and for planning and implementing the daily practices related to the highlighted tasks:

- > *Addressing Barriers to Learning: In the Classroom and Schoolwide*
- > *Improving School Improvement*
- > *Embedding Mental Health as Schools Change*

All three can be accessed at

http://smhp.psych.ucla.edu/improving_school_improvement.html

Also see:

Re-engaging Disconnected Students Online and at School: Focus on Intrinsic Motivation

<http://smhp.psych.ucla.edu/pdfdocs/reengage.pdf>

Finally, given the increasing number of learning, behavior, and emotional problems confronting educators after the COVID-19 pandemic, states, districts, and schools will find it increasingly necessary to start a process for transforming student/learning supports in ways that substantially and substantively address a broad range of barriers to learning and teaching. For a perspective on this, see the recently released policy analysis prepared for PACE:

Restructuring California Schools to Address Barriers to Learning and Teaching in the COVID- 19 Context and Beyond

<https://edpolicyinca.org/publications/restructuring-california-schools-address-barriers-learning-and-teaching-covid-19>

A Sample of Center Developed Resources for Schools as they Respond to COVID-19 Challenges

On March 11th our Center at UCLA joined the ranks of those devoting their resources to the immediate and future challenges caused by COVID-19 and social injustices. For the resources we have developed, see <http://smhp.psych.ucla.edu/pdfdocs/centercorona.pdf>

Here's a sample:

In the Center's quarterly ejournals <http://smhp.psych.ucla.edu/news.htm>

- >Plan Ahead to Support the Transition-back of Students, Families, and Staff
- >Re-opening Schools with a Sense of Exciting Renewal: Generating Hope
- >Re-engaging the Disconnected in Instructional Activity
- >Addressing Grief and Loss
- >Schools Re-opening: Safety Plus Enhancing Equity of Opportunity and Social Justice
- >The Role of Schools in Promoting Whole Child Development and Learning
- >Assisting Kids with Online Instruction
- >Talking with Kids When Assisting with Learning
- >To Push or Not To Push
- >Common Tips from the Internet
- >Let's Focus on Providing Support Before Screening and Labeling

In the weekly Community of Practice Practitioner <http://smhp.psych.ucla.edu/practitioner.htm>

- >Reconnecting with students who didn't participate in online learning
- >Guidance for school re-opening: NEA, AASA, States>Enhancing teaming to strengthen support for students and teachers
- >Are you using concerns about the pandemic, social injustices, and other natural opportunities to enhance social emotional development?
- >How can the negative impact on MH of COVID protection protocols be mitigated?
- >How supported are K-8 students in moving from online to hybrid learning?
- >More on resilience and teens during the pandemic
- >How are Schools Planning to Prevent an Increase in Dropouts?
- >Strategies to link students to support during distance learning
- >What's happening to strengthen online student & staff support?
- >What can be done for parents challenged by online learning schedules?
- >About COVID-19 and School Climate
- >About creative models for teaching during the pandemic
- >School nurses are prominently discussed in new school year: What about other student/learning support staff?

In the monthly ENEWS <http://smhp.psych.ucla.edu/enews.htm>

- >Minimizing stress reactions and preventing student & staff "burnout"
- >How will schools change after the pandemic?
- >Since Schools Can't Afford More Support Staff, What will they do to Address Barriers to Learning & Teaching?
- >Equity of opportunity now and for the rest of the year depends on
 - (1) enabling school adjustment: In person and online
 - (2) outreach to reengage disconnected students
- >After the crisis, public education will be in a state of transformation: What is being proposed?