

Students & Schools: Moving Forward*

June, 2020 (Vol. 24 #9) – 34 Years & Counting

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**Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? about equity of opportunity? about whole child development? about school climate? All that and more is our focus.*



We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact: ltaylor@ucla.edu



For more on resources from our national Center, see <http://smhp.psych.ucla.edu>

>What’s being planned to support learning over the summer?

“MN Schools Launch In-Person Summer School. Schools in Minnesota are launching in-school summer school programs in small groups, District Administration reports. Though summer school will be open to all, the state is urging schools to give the first priority to students who fell behind during school closures.”

https://www.educationdive.com/news/minnesota-schools-launch-in-person-summer-school/578194/?utm_source=ECS+Subscribers&utm_campaign=fbd5ccb7d-ED_CLIPS_05_21_2020&utm_medium=email&utm_term=0_1a2b00b930-fbd5ccb7d-53599575

As the following indicates, many school districts across the country are grappling with big questions about holding summer school.

Excerpt from: *What does summer school look like during a pandemic?*

<https://www.chalkbeat.org/2020/5/1/21244741/mandatory-remote-in-person-districts-summer-school-logistics>

Chicago Public Schools, like districts across the country, is still deciding. If public health offices say it’s safe, Chicago may hold summer school in its buildings, perhaps in small groups. If that doesn’t happen, it could be held virtually. The district has decided one thing: students who received an “incomplete” in a class will get first priority, including students who didn’t complete online work or printed work packets while school buildings were closed. But that decision has raised questions, too, about what’s fair and whether the district will be able to reach students they struggled to help while school was in session. As the summer months approach, school districts across the country are grappling with big questions about how to hold summer school, at a time when helping students catch up has particularly high stakes and the months to come may be devoid of activities that usually occupy children and teens. Already, some cities have announced that summer jobs programs will be canceled, and many beaches, pools, and parks may also be closed.

Many districts are still deciding whether they should try to offer summer school in person or online, whether they should dramatically expand the number of students who attend, and whether the program should focus squarely on catching students up in core subjects. Los Angeles Unified, for example, will hold summer school remotely in four-week blocks. The district announced that it will offer all students classes in math and literacy — with an additional focus on language development for English learners — as well as extra enrichment, such as music lessons. Specific classes will target a smaller number of students struggling the most academically.

In Miami-Dade County, district officials plan to offer virtual summer school in the early summer months, mostly for students with disabilities, students who were absent a lot, and students who didn't actively participate in remote learning. If public health officials give the district the go-ahead, Miami also plans to open schools at the end of July for students who are "demonstrating low levels of academic performance" as well as English learners and students with disabilities. In New York City, middle and high school students who receive a "course in progress" mark will be automatically enrolled in summer school, while students who receive a "need improvement" may need to attend. Meanwhile, others are cutting summer school or focusing only on the basics. A mid-size district in Boulder, Colorado, for example, is switching from a summer enrichment program that exposed students to science, technology, engineering, and math to an online program that catches students up on math and literacy...."

From our perspective, we suggest that some of the pre-pandemic ideas about summer learning still seem relevant.

The focus needs to be on *all* students. However, a particular concern is how to actively engage those youngsters who weren't interested in learning while schools were closed and are unlikely to be interested over the summer.

The key to summer learning is engaging youngsters in activities that promote active learning. (See below for some resources about engagement in learning.) For those attending summer school, active learning will take the form of problem based and discovery learning, a project approach, independent learning, and more.

In addition to whatever schools decide to do, out-of-school activities can be geared to active learning. This will be a good time to explore the many resources for active learning shared over recent months and identify those that seem most interesting to a particular youngster. For example, a starting place is to review the activities cited at

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

> https://childmind.org/guide/family-resources-for-remote-learning/?utm_source=newsletter&utm_medium=email&utm_content=VIEW&utm_campaign=Weekly-04-21-20

and the many activities cited in the special editions of the Center's Community of Practice –

> <http://smhp.psych.ucla.edu/practitioner.htm>

As things open-up more over the coming months, the various forms of "service learning" also will expand and be learning opportunities.* Right now, youngsters can be encouraged to become active in community projects.

*For the benefits attributed to participating in service-learning programs, see the *appendix* in the Center's brief information resource on *Service Learning in Schools*
<http://smhp.psych.ucla.edu/pdfdocs/service.pdf>

It is relatively easy to identify a real community need that meshes well with academic goals and encourages social and emotional learning. An online search for local community service opportunities will generate many possibilities. The federal government provides a search tool *Find a Volunteer Opportunity* to help identify local opportunities – <https://www.nationalservice.gov/serve/search> . And there are organizations that provide ideas and guidance such as Youth Service America – <https://ysa.org/>.

Let us know about ideas and plans for summer learning so we can share them in the weekly online editions of the Center's Community of Practice

Here are a few resources on engaging youngsters in learning:

The organization *We Are Teachers* writes that:

>*If We Motivate Kids to Do Just One Thing This Summer, Let's Make It Reading*
<https://www.weareteachers.com/reading-is-fundamental/>

From the National Academies:

>*Shaping Summertime Experiences: Opportunities to Promote Healthy Development and Well-Being for Children and Youth*
https://www.nap.edu/login.php?record_id=25546&page=https%3A%2F%2Fwww.nap.edu%2Fdownload%2F25546

From the Feds:

>*Inspired to Serve* <https://inspire2serve.gov/reports>

For a brief discussion about engagement and re-engagement in learning, see

>Chapter 5 in *Addressing Barriers to Learning: In the Classroom and Schoolwide – Online* at http://smhp.psych.ucla.edu/improving_school_improvement.html

For more on , *Motivation, Engagement, and Re-engagement*, see the links in the Center Quick Find at <http://smhp.psych.ucla.edu/qf/motiv.htm>

And here's a video about

>*Uniting Online Education with Service-Learning*
<https://www.youtube.com/watch?v=yXir0prOUbU&index=4&list=PL29937F0E1677177C>

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With additional federal funds, America's public schools will be able to add summer school, expand the school day after reopening in the fall, retain and stabilize our teaching force, address the needs of our most vulnerable students, narrow the digital divide, and have a fighting chance at salvaging the futures of millions of young people.

a letter to Congressional leaders from superintendents

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Let Us Know:

About what ideas are being proposed for transforming schools as they re-open.

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student/learning supports, we can help. Send all info to ltaylor@ucla.edu

>Quick Links to Online Resources

Phase 2 Restart & Recovery (from CCSSO)

<https://ccsso.org/sites/default/files/2020-04/CCSSO%20COVID19%20Strategic%20Report%20final.pdf>

COVID-19 and School Funding: What to Expect and What States Can Do

https://ednote.ecs.org/covid-19-and-school-funding/?utm_source=ECS+Subscribers&utm_campaign=55c66dbbc2-Ed_Note_Daily&utm_medium=email&utm_term=0_1a2b00b930-55c66dbbc2-53599575

A New "New Deal" For Education: Top 10 Policy Moves For States In The COVID 2.0 Era

https://www.forbes.com/sites/lindadarlinghammond/2020/05/19/a-new-new-deal-for-education-top-10-policy-moves-for-states-in-the-covid-20-era/?utm_source=LPI+Master+List&utm_campaign=c530a50975-LPMC_ECEFundingCovidBlog_20200521&utm_medium=email&utm_term=0_7e60dfa1d8-c530a50975-74103841&utm_source=ECS+Subscribers&utm_campaign=bfa5941690-ED_CLIPS_05_22_2020&utm_medium=email&utm_term=0_1a2b00b930-bfa5941690-53599575#4e3544b86266

CDC guidelines for schools
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf>

A Blueprint for Back to School
<https://www.acei.org/wp-content/uploads/2020/05/A-Blueprint-for-Back-to-School.pdf>

New COVID-19 Guidance for Child Care Programs, Schools and Day Camps
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

What Does Research Say About Staggered School Calendars?
https://edpolicyinca.org/publications/what-does-research-say-about-staggered-school-calendars?utm_source=P ACE+All&utm_campaign=6822752b59-EMAIL_CAMPAIGN_2019_08_29_05_32_COPY_01&utm_medium=email&utm_term=0_9f1af6b121-6822752b59-522725185

COVID-19 Update: State Policy Responses and Other Executive Actions to the Coronavirus in Public Schools
https://www.ecs.org/covid-19-update/?utm_source=ECS+Subscribers&utm_campaign=34c623f260-ED_CLIP_S_05_19_2020&utm_medium=email&utm_term=0_1a2b00b930-34c623f260-53599575

Text, Talk, Act uses text messaging to deliver content and information to our nation's youth through their cell phones. Launching on May 7th, and continuing throughout the month of May, teens text APA to 89800 to engage in an activity around mental health. Teens will learn about how to take care of their mental health, especially in light of challenges related to COVID-19, and how to reach out to their parents/guardians to start a conversation around mental health. The text messages include polling questions, discussion questions, videos and social media interactions. The activity takes 45 minutes and culminates in building the skills needed to hold an effective conversation with their parents on the topic of mental health.

Helping Children and Families Cope with the COVID-19 Pandemic
[http://www.7-dippity.com/docs/Helping-Children-Cope-with-COVID-19-\(7-Dippity-Web-Version\).pdf](http://www.7-dippity.com/docs/Helping-Children-Cope-with-COVID-19-(7-Dippity-Web-Version).pdf)

Caring for Educators is the First Step in Serving Students
<https://thejournal.com/articles/2020/05/19/caring-for-educators-is-the-first-step-in-serving-students.aspx?m=1>

Parent Involvement Has Always Mattered. Will The COVID-19 Pandemic Finally Make This The New Normal In K-12 Education?
<https://www.forbes.com/sites/colinseale/2020/05/19/parent-involvement-has-always-mattered-will-the-covid-19-pandemic-finally-make-this-the-new-normal-in-k-12-education/#687a26c75e46>

Grades Fail at Motivating Students. Intrinsic Motivation Works Better
<https://www.edsurge.com/news/2020-05-21-grades-fail-at-motivating-students-intrinsic-motivation-works-better>

We are Resilient <https://dovetaillearning.org/we-are-resilient/>

How to Help Your Kids Handle Disappointment
https://childmind.org/article/how-to-help-your-kids-handle-disappointment/?utm_source=newsletter&utm_medium=email&utm_content=%20Parents%20Guide%20to%20Problem%20Behavior&utm_campaign=Weekly-05-12-20

How to Ask What Kids Are Feeling
https://childmind.org/article/how-to-ask-what-kids-are-feeling-during-stressful-times/?utm_source=newsletter&utm_medium=email&utm_content=%20Parents%20Guide%20to%20Problem%20Behavior&utm_campaign=Weekly-05-12-20

An Initial Guide to Leveraging the Power of SEL as You Prepare to Reopen and Renew Your School Community
http://r20.rs6.net/tn.jsp?f=0012xGpIzviscs4dz1BndZKrStcLx6diFUHKANVEV4QnssBFmWDjK-ovOeHvECIaDNxKxHxmTija_Vv_LiZUk8oZ4ocExX-UuON2K8cORbmmpFAjBs1H2M75Uw5Oh-aO2evs2j6zvMhxZhw_HWPM8aDqQ=&c=mwfrm2emV2_5bVVDipeTHJkBk9fcaEdCXEWVC1aAyqhXALFVncj5NQ=&ch=otvsVpEppnjnyc8LilbzDDDjVtScLt8RLrIdi9i21TM0iyYi7zWf_Q==

We Need National Service. Now

<https://www.nytimes.com/2020/05/07/opinion/national-service-amicorps-coronavirus.html>

Webinars

6/2/20 - Clinical Engagement in Telemental Health

6/5/20 - Strategies for Addressing Trauma, Crises and Grief Through Tele-Mental Health

6/9/20 - Emergencies, Disruptions, and Pitfalls in Telemental Health

6/10/20 - Advancing equity through summer and school year partnerships

6/16/20 - Risk Management in Telemental Health

6/16/20 - Strengthening the Development of Black Boys

6/17/20 -Addressing Education Equity through Service-Learning

7/15/20 Building Peace through Service-Learning

8/19/20 -Addressing Environmental Challenges through Service-Learning

For links to register and for other webinars as they are listed, go to

<http://smhp.psych.ucla.edu/webcast.htm>

Community of Practice editions in May

5/6/20

- >What are student/learning support staff doing while schools are closed?
- >About reaching students who don't have internet access
- >Follow-up to discussion of missing students
- >Links to a few other relevant shared resources
- >What secondary students say about their current situation

5/13/20

- >Contrasting perspectives:
 - >>From the U. S. Department of Education - Learning must continue for all students
 - >>From "We are teachers" - Sometimes the best thing you can do for a student is to back off
- >An example of district decisions related to tight budgets
- >Links to a few other relevant shared resources

5/20/20

- > Helping students express their emotions and reactions to the **pandemic**

If you missed the resources and news in the Special Editions of the Community of Practice prepared in relation to the crisis, see <http://smhp.psych.ucla.edu/practitioner.htm>

>For more resources, see our website
<http://smhp.psych.ucla.edu>

>For info on the status of upcoming conferences
<http://smhp.psych.ucla.edu/upconf.htm>

>For info on webinars
<http://smhp.psych.ucla.edu/webcast.htm>

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It is these challenging times that we truly recognize and appreciate how our nation's educators play such a pivotal role in our children's lives – inspiring a lifelong love of learning and discovery and making a difference in their well-being and long-term success. Franklin Schargel

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>Calls for grant proposals
<http://smhp.psych.ucla.edu/upcall.htm>

> job and training opportunities
when available
<http://smhp.psych.ucla.edu/job.htm>

>A Few News Stories (excerpted from various news sources)

Some school districts are planning to end the year early. Public schools in Washington, D.C., as well as counties in Georgia, Texas and a handful of other states have announced an early end to the school year. Their announcements come as students and teachers across the country are struggling to adapt to remote learning, with many school buildings closed for the remainder of the year.

<https://thehill.com/changing-america/enrichment/education/495090-some-school-districts-are-planning-to-end-the-year>

Should schools reopen? Kids role is pandemic is still a mystery. Ending school closures has clear benefits for children's education and mental health—not to mention their parents' well-being—but scientists disagree about the risks. Some worry that even if children transmit less efficiently than adults, they may make up for it by their far more expansive web of contacts, especially at school. "Doing studies as schools reopen will be really important," says infectious disease specialist Susan Coffin of the Children's Hospital of Philadelphia, who is planning one herself in her hometown. It would include regular testing of children, staff, and teachers, along with other members of students' households.

<https://www.sciencemag.org/news/2020/05/should-schools-reopen-kids-role-pandemic-still-mystery#>

Schools around the world reopening. In France, where a majority of schools reopened this week, masks are required for students ages 11 and up.... In Denmark, which started reopening schools in mid-April, classes are being held outside, such as in parks, as much as possible.... New South Wales, Australia's biggest state, reopened schools on Monday, with students attending in person one day a week and learning from home the rest. ...Some schools are enforcing social distancing through means like plastic partitions during lunch and individual chalk squares for outdoor play... At Montana's rural Willow Creek School, one of the first schools to reopen in the U.S., students' temperatures are checked upon entrance.... COVID-19 diagnostic testing is also being done on school grounds. Testing is commonplace in Wuhan, where students line up along cones to give swab samples. A high school in Neustrelitz, in northern Germany, has students self-administer tests twice a week...

https://abcnews.go.com/International/schools-world-reopening-coronavirus-pandemic/story?id=70641371&cid=clicksource_4380645_7_heads_posts_card_related

How one state is planning for in-person summer school. Schools in Minnesota have been given the go-ahead to bring some students back for in-person summer school as long as administrators follow a new set of health and safety guidelines. The state says any students can participate but has recommended that schools prioritize offering summer school to students who have struggled the most with online learning. School administrators should make sure all families understand the safety procedures, which include:

- Social-distancing of at least 6 feet
- Rearranging desks to maximize space between students
- A staff-to-student ratio of 9-to-1 or lower
- Creating cohorts of 10 staff members and students who stay together

Holding activities-such as music and art classes-outside

Staff should wear face coverings

Students should only wear face coverings if "they can reliably wear, remove and handle the cloth face-covering throughout the day."

<https://districtadministration.com/in-person-summer-schools-reopen-student-safety-minnesota/>

Library steps up to support the community. Even with a smaller budget and staff, the Santa Monica (CA) library sees itself as a key part of the local recovery effort. With a rising number of adults out of work, the library will double down on workforce development programs, including skill building, reading and digital literacy, and jobs matching programs. Maintaining services to youth and families will be difficult with more than 80% of youth-serving librarians laid off, but added that the library has a large catalogue of virtual children's books, has been experimenting with online children's programs and plans to continue free youth tutoring programs when branches reopen.

<https://www.smdp.com/santa-monica-public-library-to-lose-nearly-60-of-full-time-employees-under-proposed-budget-cuts/190635>

Chicago teachers union sues district and U. S. Department of Ed. The Chicago Teachers Union is suing President Donald Trump's secretary of education, Betsy DeVos, as well Chicago Public Schools, over their handling of special education during the coronavirus pandemic. CTU contends that the federal government and CPS have provided inadequate resources and guidance for the shift to remote learning, creating an "impossible burden" for special education students, parents and teachers. In particular, the union takes issue with what they say is a directive from CPS to rewrite about 70,000 individual learning plans for special education students in the district before the school year ends on June 18. The statewide school shutdown prompted by the coronavirus pandemic, and the resulting move to remote learning, has been particularly hard on families of children with special needs and their teachers. Many local parents whose children normally have help from classroom aides or receive speech or occupational therapy or other special services at school say they were largely left to their own devices in the early weeks of the shutdown. Some services have since been restored where possible to provide them remotely, but in other cases CPS has advised parents to seek "compensatory" services later when schools reopen. In the latest CPS budget, released last month, the district set aside \$13 million to hire 55 more nurses, 44 social workers and 40 special education case managers.

<https://www.chicagotribune.com/coronavirus/ct-coronavirus-chicago-teachers-union-sues-betsy-devos-cps-20200520-gauitgweovgive43fgp22jy2ti-story.html>

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I was so excited to graduate 2020 and I was hyping it up. There's gonna be Olympics, we're gonna vote, we're gonna go to prom, it's gonna be great. And now everything is out of whack.

Graduating senior

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Comments and sharing from the field

"We are educators in Illinois on a state board of education subcommittee tasked with "return to school" from the current Stay at Home Order from our governor. In reviewing content, references, and resources, we came upon your document: <http://smhp.psych.ucla.edu/pdfdocs/newsletter/spring20.pdf> Your document and the related resources are outstanding! We are seeking your consent/permission to use (with credit and attribution) content and links from your document."

The Center staff were pleased that the Missouri School Boards' Association also included the Center's article on *Plan Ahead to Support the Transition-back of Students, Families, and Staff* (from the above document) in their school re-entry guidance document.

As we noted recently: Before the pandemic, we laid out prototypes for reframing student and learning supports. See the two books we make free and accessible online:

>*Improving School Improvement*

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

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

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

The prototypes provide blueprints for adapting current policy and practices to unify and weave together available resources and rework the operational infrastructure at schools and districts.

In response to the current situation, we are incorporating the frameworks into a work tentatively entitled: Embedding Mental Health as Schools Change. It will be available for free access on our website sometime next month.

Given current planning activity, we have offered to provide online access to a pre-publication draft as soon as the work is in good enough shape to share. If you want early access and haven't already sent a request, do so now and we will inform you when it online (Send requests to Ltaylor@ucla.edu)

Why aren't you looking forward to summer?



I heard you say there is a plan to have summer school.

DEAR READER:

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.

For those who are employed by state and local education agencies and schools, we know you are busy. It would be great to share what actions you are taking to address immediate concerns and how you are anticipating the problems that will arise when schools reopen.

For information about the

National Initiative for Transforming Student and Learning Supports

go to <http://smhp.psych.ucla.edu/newinitiative.html>

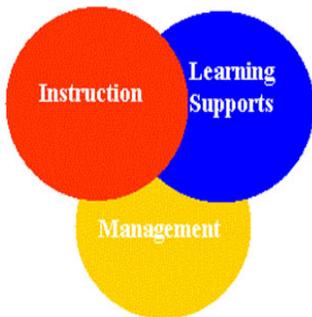
Also online are two related free books

Improving School Improvement

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

Addressing Barriers to Learning: In the Classroom and Schoolwide

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



THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? Recently renamed the Center for MH in Schools and Student/Learning Supports, our national Center was established in 1995 under the auspices of the School Mental Health Project (which was established in 1986). We are part of the Department of Psychology at UCLA. The Center is co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at <http://smhp.psych.ucla.edu> or email Ltaylor@ucla.edu or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to Ltaylor@ucla.edu