

Students & Schools: Moving Forward*

May, 2020 (Vol. 24 #8) – 34 Years & Counting

Special Edition

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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>

>Rethinking schools in planning to re-open

A growing number of voices are recognizing the challenges and the opportunities that the COVID-19 crisis presents for improving schools when they re-open. We discussed some of what planners need to consider when schools re-open in our quarterly ejournal (see <http://smhp.psych.ucla.edu/news.htm>) and followed up with a couple examples of proposed school changes in the Center’s April 22 Community of Practice (see <http://smhp.psych.ucla.edu/practitioner.htm>).

Here are more thoughts on the matter from Paul Reville a former Massachusetts secretary of education and now a professor at the Harvard Graduate School of Education.

- (1) Excerpt from: *Beyond the Coronavirus Shutdown, an Opportunity for a Whole-Child Paradigm Shift*
<https://www.the74million.org/article/reville-beyond-the-coronavirus-shutdown-an-opportunity-for-a-whole-child-paradigm-shift/>

We have an opportunity to step back into the messiness of this crisis and reassess how we are seeking to achieve our broader education goals: How do we ensure that each student is successful? What is success, and how do we measure it? What are the preconditions in the lives of children that must be in place in order for them to be ready to learn in optimized schools? What kind of school time (calendar, schedule), resources, integrated human services and enrichment systems will be necessary to fill in all the critical gaps so that we can build that pipeline to success for those not fortunate enough to be born into it?

Our field must take the lead in shaping a 21st century conception of what America seeks to do for its children — and how we get that done. Otherwise, at best this is a missed opportunity; at worst it will be a step backward with a whole bunch of misguided ideas thrust upon educators in

the process. To project a radically broader vision of what it takes to ensure children's success will require courage in challenging the status quo, which current leaders are usually expected to defend.

This won't be easy. However, only in this way, with such a vision and bold leadership, can we take full advantage of the opportunity that this crisis presents.

(2) With respect to our Center's focus on transforming student/learning supports, here is an excerpt from an upcoming article we are preparing on expanding the MTSS framework:

Adaptation of some form of MTSS is widespread. The framework is popular because of its simplicity. However, the simplicity also is a weakness. The opportunity in planning for school re-opening is to expand the framework to improve the role of schools in addressing barriers to learning and teaching and reengage disconnected students. Doing so is a step on the way to transforming student/learning supports.

Our intervention prototype expands the MTSS framework by (1) reframing the continuum and (2) organizing interventions into a cohesive set of common-purpose domains designed to support learning and teaching. The expanded framework is intended to promote student and staff well-being, address learning, behavior, and emotional problems, enhance school climate, and yield safe and caring schools.

(For a in-depth discussion of the prototype, see *Addressing Barriers to Learning: In the Classroom and Schoolwide* http://smhp.psych.ucla.edu/improving_school_improvement.html.)

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

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Education will never be the same. What will schools look like once we get to the other side of the tunnel? Will they be prepared for the next crisis?

Franklin Schargel

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>Quick Links to Online Resources

- > *Where Public Education and Public Health Meet* – A roadmap of essential actions to help district and school leaders plan and implement a safe, efficient, and equitable return to school
<https://returntoschoolroadmap.org/>
- > *Social distancing effects on social development*
<https://www.healthline.com/health-news/social-distancing-effects-on-social-development#How-short-term-social-distancing-could-affect-social-development>
- > *5 ways to support students after school closures*
<https://chalkbeat.org/posts/us/2020/04/16/coronavirus-schools-help-students-return-research-ideas/>
- > *UCLA's STAND Together During COVID-19* – a new web initiative in collaboration with BeyGOOD that offers resources, tips and tools for managing the mental pressures during the pandemic. <http://www.ucla.edu/stand-together/>
- > *COVID-19 Resources Specific for Individuals with I/DD and ASD and their Families*
http://www.ucdenver.edu/academics/colleges/medicalschoo/programs/JFKPartners/research/Documents/COVID-19%20Resources_Combined_List_4_1_20.pdf
- > *Schools innovate to reach students without internet*
<https://hechingerreport.org/how-to-reach-students-without-internet-access-at-home-schools-get-creative/>

- >Will coronavirus quarantine mess up my kid's mental health for life?
<https://www.usatoday.com/story/news/education/2020/04/20/coronavirus-quarantine-school-closures-kids-mental-health-ok/5148479002/>
- >Helping Kids Stay Motivated for Learning During Social Distancing
<https://infoaboutkids.org/blog/helping-kids-stay-motivated-for-learning-during-social-distancing/>
- >free ebook for young children – *Trinka and Sam Fighting the Big Virus*
<http://piploproductions.com/trinka-and-sam-virus/>
- >Coronavirus Parenting: Managing Anger and Frustration
https://childmind.org/article/coronavirus-parenting-managing-anger-and-frustration/?utm_source=newsletter&utm_medium=email&utm_content=%20Parents%20Guide%20to%20Problem%20Behavior&utm_campaign=Weekly-04-21-20
- >Intimate Partner Violence and Child Abuse Considerations During COVID-19
<https://www.samhsa.gov/sites/default/files/social-distancing-domestic-violence.pdf>

For links to activities to pursue while schools are closed, see
<http://smhp.psych.ucla.edu/pdfdocs/homeactivity.pdf>
 and previous special editions of the Community of Practice.

Activity for today – Create a family tree.

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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Parents are worried that schools won't reopen before they have to help their child learn algebra!

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>Renewing Calls for Children's Cabinets

Excerpt from: *The Urgent Need for Children's Cabinets: How our experience with COVID-19 shows these partnerships to be a necessity — for all communities* (by Paul Reville)
<https://www.gse.harvard.edu/news/uk/20/03/urgent-need-childrens-cabinets>

One of the more sobering effects of COVID-19 is that it has vividly exposed the daily consequences of pervasive inequities in American society.

Whether it's the lack of affordable health care, food deserts, inadequate internet and technology access or jobs with no sick leave, our social safety net turns out to be more holes than net. Disadvantaged children (and their families), the most vulnerable of those among us, regularly fall through that net. These inequities were a fact of life for many in this country, every day, prior to this pandemic, but now the plight of these children has made it the front page as the media covers the widespread side effects of measures like school closures.

In the absence of schools, which over the years have increasingly been charged with not only achieving world class standards for all students but also being the solution to a full range of society's ills, we have a vacuum. Even under the best of circumstances, schools had limited capacity to meet

the challenges of inequality, health care, teen pregnancy, violence, mental illness, nutritional deficits, and so on. Now, hobbled by closures, schools have even less ability to meet the many, complex needs of children.

This vacuum presents an opportunity for civic action, for communities to come together in the interests of children's well-being, development, and education.

For years, leaders in a number of U.S. cities have been forming Children's Cabinets, collaborative action bodies composed of agencies inside and outside of government, with responsibilities and interests in seeing children thrive in school and in life. These Cabinets typically operate in the following way:

- >Map out an ideal cradle-to-career pipeline designed to assure the success of their young people.
- >Conduct a gap analysis: What's missing? Where do services, supports, and opportunities fall short in their communities?
- >Identify available and potential assets to fill those gaps.
- >Select and implement strategies for closing the gaps, points of entry for building a stronger children's system like more access to high-quality early childhood education or more access to mental health counseling.

...Children's Cabinets are not only a huge asset for communities in addressing the current emergency plaguing the world, but that they present a viable, permanent model for structuring community action in service of equitable outcomes for all children.

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From a 15 year old: I usually like to be home but with this situation, I don't because I feel trapped.

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

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

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

Teens and online learning. A poll of 849 teenagers, by Common Sense Media found that 41% of teenagers overall, including 47% of public school students, say they haven't attended a single online or virtual class. This broad lack of engagement with online learning could be due to many factors. The survey was conducted between March 24 and April 1; some districts may have been on spring break or not have begun regular online classes. There are also resource gaps. In the past few weeks, school districts have purchased and started loaning out hundreds of thousands of laptops and tablets and worked with telecom providers to get families set up with Internet. But the need is large. Before the pandemic, it was estimated that about 12 million students had no broadband access at home. The survey suggests the nation's young people also have a lot on their minds to distract them from online learning. It found that 4 out of 5 teens say they're following news about the coronavirus pandemic closely. More than 60% said they are worried that they, or someone in their family, will be exposed to the virus and that it will have an effect on their family's ability to earn a living. Those numbers were significantly higher among teenagers of color.

<https://www.npr.org/sections/coronavirus-live-updates/2020/04/08/829618124/4-in-10-u-s-teens-say-they-havent-done-online-learning-since-schools-closed>

Denmark's return to school gives glimpse of what classrooms will look like post-lockdown.

This week, as younger children across Denmark walked onto school grounds, school bags on their backs and holding parents by the hand, things seemed almost normal. Almost. Jimmy Skov Glasdam Adetunji, head of secondary education at the Hendriksholm School in Rodovre, just

outside Copenhagen, spent Wednesday going through classrooms with a measuring stick to ensure the 440 students could be seated at least two meters (six feet) apart when they arrived on Thursday. He had split the schoolyard into six sections with red and white barrier tape, and sent a detailed diagram to parents outlining staggered arrival times, routes, breaks and lunch times.

<https://www.cnn.com/2020/04/17/europe/denmark-coronavirus-first-school-intl/index.html>

Dutch and French plan to let students return. The Dutch government has taken the first tentative steps in relaxing its coronavirus containment measures, allowing elementary school children to return to their classrooms part-time beginning May 11 and allowing children to take part in sport training starting April 29. High schools have been told to prepare for students to return to class on June 2.

In France, as the country is planning to lift confinement measures starting from May 11, Education Minister Jean-Michel Blanquer provided some details about the government's plans for schools. He said that children will progressively return to school over a three-week period depending on their age. Classes will be split in small groups of no more than 15 students and some children will practice sports and open-air activities, while others will be in classrooms.

https://www.richmond.com/news/national/the-latest-dutch-to-let-elementary-students-return/article_cf65bfe5-acf2-59a8-b983-51a6ddbbf45b.html

When will schools in U.S. reopen? Not soon, education leaders say. Most state education leaders say their buildings will have to remain closed until at least late summer or fall. 35 states and Washington, D.C., ordered or recommended school buildings remain closed through the rest of the school year to contain the spread of the coronavirus. Schools in coronavirus hot spots may not even be able to hit a fall deadline for reopening. But a couple of rural states are holding out hope for opening some schools in May.

<https://news.yahoo.com/schools-reopen-not-soon-education-182941856.html>

To help schools open safely this fall, governors must act now. Remarkably, there appears to be little discussion taking place in Washington about when and how to reopen our public schools. This mammoth challenge may fall upon governors -- to pick up the slack and protect the health of students and staff, and to ensure that a generation of children is not denied their shot at the American dream.

<https://www.cnn.com/2020/04/23/opinions/governors-public-schools-covid-19-ramirez-buher/index.html>

Tasked with schoolwork help, many parents lack English. Like millions of parents across the U.S., Mariana Luna has been thrust into the role of her children's primary educator. But each day, before she can go over their schoolwork, her 9-year-old first has to help her understand what the assignments say. A Spanish speaker originally from Mexico, Luna uses Google Translate on her phone and, when she gets stuck, asks her daughter to translate instructions and emails from teachers. "It has been difficult for me because of the language more than anything," said Luna, whose daughters attend a school in North Las Vegas, Nevada. "My husband does speak the language a little more, and when he comes home from work, he is the one who gives me the most support with the girls."

https://www.richmond.com/news/ap/tasked-with-schoolwork-help-many-us-parents-lack-english/article_62fb2b36-2ac9-5b2a-8bf4-b9d099145de0.html

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From a nine year old: I'm so stinking bored! I miss my friends.

I'm scared that this will go on forever.

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Comments and sharing from the field

- (1) From the KY Dept of Education – "We just created this guidance document that may help others trying to provide a virtual process for grief counseling during this time.

https://education.ky.gov/curriculum/Documents/KDE_Virtual_Crisis_Response_Guidance.pdf

(2) 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 permission to use (with credit and attribution) content and links from your document.

(3) My grandkids are underwhelmed by e-learning. 30 kids in a zoom chat. Teachers pretty much just give out assignments that can be done any time. Students doubt work will be graded. Social aspects of schooling don't happen in controlled zoom chats, and that seems to be what they miss the most. I saw some neighbor teens on my walk yesterday, reclining on the downward slope of a driveway, 6' apart, talking and tapping on their phones.

Personally, I wish schools would give up trying to maintain the officially approved scope and sequence—there is so much that can be learned by looking with curiosity at daily activities. Cooking, building, repairing, being creative, researching, writing, etc. Also grit, determination, volunteerism, self-control, concern for social justice, the toxicity of unrestrained capitalism, needed improvements in policing, political graft/corruption, the importance of a high registered voter turn out, etc. The virus has cast a powerful spotlight on all the flaws, inequalities, and injustices in our current system—we can now clearly see what we have previously thought to be tolerable because it happened mostly to other people who may have deserved their fates.

We all need to be engaged now in discussions about what kind of post-quarantine world we want. My town has a lot less air pollution right now—I don't want us to go back to poisoning our air and water. People need living wage jobs, access to health care, affordable housing—let's get that figured out now....

There is so much to learn—let's do better than make token efforts by pushing out all the pre-pandemic homework assignments and work sheets. The fruit basket has been completely upset. We have this great opportunity to abandon "but-we-have-always-done-it-this-way", take a good look around, and come up with actual solutions to all those old problems that have dogged us for centuries."

Why are you upset?

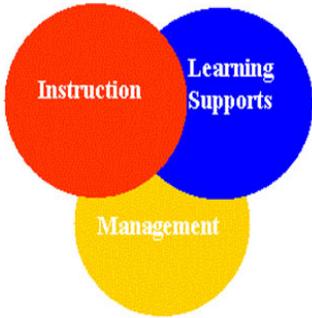


If I have to spend another minute on the internet, I'll start climbing the walls.

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