School Practitioner Community of Practice
(A network for sharing & exchange)
(10/21/20)

Contents

>*How are Schools Planning to Prevent an Increase in Dropouts?*

>*What if each student were served by a team?*

>*More about risk and resilience during the pandemic*

>*Links to a few other relevant shared resources*
    (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).

****
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

****

For discussion and interchange:
  >How are Schools Planning to Prevent an Increase in Dropouts?

We know schools are discussing the problem of students who are not connected. To provide another resource for addressing student disengagement during the current crisis, we are trying to gather and share information on school outreach efforts.

Here's an excerpt from an article describing the problem and how one district is addressing it:

Experts Predict A Big Increase In High School Dropouts Is On The Horizon
https://www.huffpost.com/entry/high-school-dropout-rate_n_5f63c1e8c5b6184558686fea?guccounter=1

"...Education leaders are predicting a sizable increase in the number of high school dropouts during the 2020-2021 school year. With more than half of school districts using hybrid or remote models, they fear struggling students will disengage from their school systems ...

Keeping track of disengaged students, especially in communities where families are struggling to meet their basic needs, requires a level of proactivity that many schools haven't initiated, too wrapped up in immediate concerns about health and instruction.

In Newburgh, New York, school Superintendent Roberto Padilla has created an engagement team that knocks on families' doors to check in, targeting families who have neglected online learning. The district is starting this year remotely. The team was first created in the spring after the district saw that significant students were failing to log on or respond to teacher emails. ...

At first, the district of 12,000 didn't hear from close to 2,000 families. After starting the reengagement process, which involved first checking to see if students and families were safe – indeed, the community had already lost the vice president of its school board to COVID-19 – and then checking on families' internet capabilities through home visits, that number shrunk to around 175.

This fall, the team is also partnering with local community and faith-based organizations to help connect with families. "It's about identifying those organizations that have a real reach to

families, who support families perhaps with social services, who know families perhaps more intimately than a new teacher would," said Padilla.

The efforts, though, shouldn't all fall on individual districts. Padilla is dismayed that there's been no national guidance on the issue, or at least some efforts to build a national strategy to reengage students...."

Listserv Participants:

How is your school/district outreaching to those who are not engaged?
Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

For discussion and interchange:
>What if each student were served by a team?

As a pressing matter for discussion, we share this question which is raised by the American Institutes for Research (AIR) in an online piece entitled:

Addressing Teacher Shortages with Differentiated Staffing Models
https://www.air.org/resource/addressing-teacher-shortages-differentiated-staffing-models

Here is an excerpt:

"... Many teachers are racing the clock to learn new skill sets and adjust curriculum, lessons, materials, and student engagement routines. At the same time, teacher morale continues to decline .... In an EdWeek survey, 32 percent of teachers reported in August that they are likely to leave their jobs this year even though they were unlikely to do so before the pandemic. That's up from 26 percent in July and 12 percent in May—and this is just the beginning of the school year.

This perfect storm demands a new approach. Can we see past the short-term, pandemic-induced challenges and find novel solutions to teacher turnover, shortages, and declining morale? Could the pandemic be the force that finally drives us to permanent solutions that have been much needed for a long time?...

Teachers are spearheading the charge to become leaders from their classrooms as mentors, curriculum designers, instructional coaches, technology facilitators, data coaches, professional development instructors, and assessment designers. ... Another example of innovative staffing in practice is the Opportunity Culture initiative of Public Impact ....

Can we build from these foundations and models into a formal, well-aligned, and systematized set of specialized roles to better serve and support students? What if each student were served by a team—a learning clinician, content facilitator, technology integrationist, competency expert, curriculum specialist, and community liaison?..."

Center Comments:

We certainly support the idea of differentiated staffing and new approaches to collaborative teaming. At the same time, we are concerned that the emphasis is just on teachers and ignores how the role of student/learning support personnel can be transformed to enhance their collaborative teaming with teachers. Ignoring the importance of student/learning support staff colludes with the myth that teachers can address barriers to learning and teaching without such personnel. See:

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

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

Listserv Participants:

What changes are local schools/districts in traditional roles and practices during this extraordinary school year? Send you responses to ltaylor@ucla.edu

More about risk and resilience during the pandemic

Here is a brief excerpt from a recent article that provides a research based rationale for the importance of supporting families during this difficult time.

From: *Risk and Resilience in Family Well-Being During the COVID-19 Pandemic* by H. Prime, M. Wade, D. Brown (2020). *American Psychologist, 75,* 631–643
https://psycnet.apa.org/fulltext/2020-34995-001.pdf

"The COVID-19 pandemic poses an acute threat to the well-being of children and families due to challenges related to social disruption such as financial insecurity, caregiving burden, and confinement-related stress(e.g., crowding, changes to structure, and routine). ... An illustration of the centrality of family processes in buffering against risk in the context of COVID-19, as well as promoting resilience through shared family beliefs and close relationships, is provided.... It is important for families to preserve and nourish their relationships and shared beliefs as a way to provide security and hope for children during this time of stress and uncertainty....

A critical principle here is that the links between hardship, caregiver well-being, family well-being, and children's adjustment are not unidirectional; rather, the links operate within a mutually reinforcing system, whereby stress and disruptiveness in one domain begets the same in another. Preexisting vulnerabilities within families increase susceptibility to social disruptions and the sequelae of the pandemic, whereas intact or strengthened family well-being will serve to protect children and families from such stressors..."

>Links to a few other relevant shared resources

Teaching in the times of covid 19 https://www.air.org/resource/teaching-time-covid-19

Coronavirus: A book for children
https://nosycrow.com/wp-content/uploads/2020/04/Coronavirus_INSwith-cover.pdf

In 28 Districts Students Lose More Than a Year of Learning Due to Suspensions
https://www.the74million.org/article/study-in-28-districts-middle-and-high-school-students-lose-more-than-a-year-of-learning-due-to-suspensions/

Students' Mental Health Needs in 2020
https://ednote.ecs.org/data-you-can-use-students-mental-health-needs-in-2020/?utm_source=ECS+Subscribers&utm_campaign=ac611e9a36-Ed_Note_Daily&utm_medium=email&utm_term=0_1a2b00b930-ac611e9a36-53599575

COVID-19 Pandemic Intensifies Disaster Recovery Challenges for K-12 Schools (a GAO report)
https://www.gao.gov/products/GAO-21-62R?utm_campaign=usgao_email&utm_content=daybook&utm_medium=email&utm_source=govdelivery

Preparing for the Next Natural Disaster: Understanding How Hurricanes Affect Educators and Schooling https://aasa.org/uploadedFiles/Publications/JSPSummer2020.FINAL.v2.pdf

Social, emotional, and academic development through an equity lens
https://edtrust.org/social-emotional-and-academic-development-through-an-equity-lens/

Promoting Positive Adolescent Health Behaviors and Outcomes
https://www.nap.edu/resource/25552/interactive/

2020 Building a grad national report
https://www.americaspromise.org/report/2020-building-grad-nation-report

A new national effort to promote school integration is underway.
   More than two dozen school districts want in
   https://www.chalkbeat.org/2020/10/9/21509770/new-national-effort-school-integration-bridges-collaborative-desegregation

Persistence and Fade-Out of Educational Intervention Effects: Mechanisms and Potential Solutions
   https://psychologicalscience.us16.list-manage.com/track/click?u=9082cc31df19dd4e8c5bfb8e3&id=d7c2099615&e=c210f8201a

<div style="border:2px solid; border-radius:20px; background:#f9d9b5; padding:10px;">

How U.S. Schools Punish Black Kids

When it comes to who gets punished - and removed - from the classroom, the U.S. doesn't treat all students equally. Black students are suspended and expelled far more frequently than their white classmates, often for the same or similar offenses. As a result, Black kids are missing weeks of school each year because of unfair discipline policies.
https://www.vox.com/videos/21507661/school-discipline-race-black-students

</div>

A Few Upcoming Webinars

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

>*10/22 Navigating the Ins and Outs of Community Resources*

>*10/22 How Can Leaders and Policymakers Improve Support for Students, Families, Teachers, and School Staff During the Pandemic?*

>10/22 Group Activities to End Bullying

>10/23 Bullying prevention & intervention strategies-creating schools where kids feel safe & voices are hear*d*

>*10/27 Wait! Did I Sign up for This? Tips for Leading Your School Through COVID-19*

>*10/27 Prevention Education in the New Normal*

>*10/28 The Role of Principal Supervisors Amidst a Pandemic*

>*10/29 Supporting the Education of Unaccompanied Students Experiencing Homelessness*

>*10/29 Education next: The post covid 19 challenge*

>*10/30 Strategic school models in the year of COVID*

>*11/2 Social emotional learning in a virtual space*

>*11/2 Educating Your Child with Mental Health Needs: Special Education and Distance Learning*

>*11/4 Building an effective team*

>*11/10 Equitable and Engaging Concurrent Virtual Learning*

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

Teaching Online

"You have 736 new messages!"

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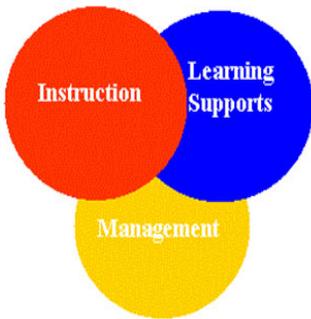
*For i*nformation about the
National Initiative for Transforming Student and Learning Supports
go to http://smhp.psych.ucla.edu/newinitiative.html

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.

****

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