

**School Practitioner Community of Practice**  
(A network for sharing & exchange)  
(11/24/20)

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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](mailto: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:**

**>Are you using concerns about the pandemic, social injustices, and other natural opportunities to enhance social emotional development?**

Given the concerns about COVID-19 and racial injustices, and with Thanksgiving upon us, it is a good time to remember that there are many natural opportunities for promoting students' social and emotional development. This was underscored by an email from a colleague (excerpt below):

“These are unconventional times. I see school districts attempting to use the same old scope & sequence and assignments that were previously done pre-pandemic. ... Since the virus has pretty much brought most everything to a screeching halt, I'm all for using this opportunity to closely examine how the old ways created & maintained a lot of the problems we face now with regard to social justice, equity, and global warming. Maybe we need to teach how to garden and preserve the food that we grow? Maybe we need philosophy lessons that help us more rapidly cope with fruit-basket-upset pandemics, wildfires, successive hurricanes, corruption in government, etc. There's lots to learn that will help NOW! ...”

As we have stressed over the years, it is essential not to limit efforts to facilitate social and emotional development to curricular approaches. Addressing these matters goes beyond just thinking about social emotional learning (SEL). See:

**>Natural Opportunities to Promote Social-Emotional Learning and MH**  
<http://smhp.psych.ucla.edu/pdfdocs/practicenotes/naturalopportunities.pdf>

Of course, we also stress that the need is to embed the growing emphasis on SEL into a focus on both promoting positive development and addressing barriers to learning and teaching. See:

**>Improving School Improvement**

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

Both these resources are freely accessible at:

[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

Here are some examples of service-learning opportunities for helping others at this critical time and that can be used to promote social emotional development:

(1) From the National Youth Leadership Council

<https://www.nylc.org/blogpost/1721778/359153/Service-learning-Stories-from-the-Field>

“...what service-learning looks like now and how it continues to be an effective engagement strategy in schools and community organizations given the challenges presented by the Covid-19 pandemic. We heard back from more than 60 educators in K12, higher education, and community-based settings...rogram closures or extra time needed for planning, most replied they were going forward — with

While some said service-learning was on hold due to p modifications.... existing and new relationships with local community organizations were mentioned as ways of identifying needs, and in some cases, ongoing programs were pivoting to a virtual format. Service-learning has been continuing in all settings- online, hybrid, and face-to-face settings....

- Civic engagement/voting (participation in campus voter ed and registration events, letter-writing to elected representatives)
- Health (research and information dissemination on COVID prevention and STEM education in public schools, acquiring or making PPE, mental health day)
- Connection to older generations (veterans connections and recognition, pen pal project, outdoor concerts for assisted living residents, researching biographies of people in a local African-American cemetery)

Connection to younger generations (online tutoring, writing encouraging letters to elementary students, researching the community and making books for younger children)

- Gathering community resources (food drive, bike drive, toy drive, monetary donations)
- Research, analysis, marketing/awareness (seatbelt safety quiz, data creation of public service announcements, help with website updating, photographic storytelling)
- Arts (inspirational rock art, storytelling through photography, community healing projects)
- Outdoor activities (park cleanup, school/community gardens, family drive-in movie)...”

(2) From Youth Service America <https://ysa.org/covid/>

“...Volunteering and service are more important during a crisis than ever. Social distancing does not mean social isolation. We’re all in this together, so be a helper. Let’s all do our part to contribute to the common good, so that when this crisis is over, we’re proud of how we came together to keep our young people, our communities, and our democracies thriving....

We’ve linked to how-to guides for each idea wherever they’re available. For any project, we encourage you to use the downloadable resources and video trainings in the YSA Knowledge Center to take your project from idea to action through the project planning steps of investigation, preparation & planning, action, reflection, and demonstration/celebration....”

(3) From Children Rising <https://children-rising.org/volunteer/>

“...COVID-19 has disrupted our in-school programming. For the 2020-21 school year, we will provide modified programming through online tutoring platforms. ... We invite YOU to join hundreds of volunteers who are nurturing and equipping students to rise above the challenges they face in school.”

(4) From AmeriCorps <https://www.nationalservice.gov/serve>

“Americans are uniting to help each other during the Coronavirus (COVID-19) pandemic. ... consider these simple ways every American can help their neighbors, friends, and families....”

### Listserv Participants:

***What’s happening locally to use natural opportunities for student to help others and promote social emotional development?*** Please let us know so we can share the info widely. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

## >Links to a few other relevant shared resources

*Removing Barriers to Effective Distance Learning by Applying the High-Leverage Practices Tips and Tools* <https://cedar.education.ufl.edu/wp-content/uploads/2020/10/CEEDER-Leveraging-508.pdf>

*Strengths Conversations* (talking with young people about their strengths)  
<https://www.pathwaysrtc.pdx.edu/learning-tools>

*Challenges Providing Services to K-12 English Learners and Students with Disabilities during COVID-19* Report to Congressional Committees November 2020 GAO-21-43 U  
<https://www.gao.gov/assets/720/710779.pdf>

*School Wasn't So Great Before COVID, Either*  
<https://www.theatlantic.com/magazine/archive/2020/12/school-wasnt-so-great-before-covid-either/616923/>

*How to Help Kids Deal With Cyberbullying*  
[https://childmind.org/article/help-kids-deal-cyberbullying/?utm\\_source=newsletter&utm\\_medium=email&utm\\_content=How%20to%20Help%20Kids%20Deal%20With%20Cyberbullying&utm\\_campaign=Public-Ed-Newsletter](https://childmind.org/article/help-kids-deal-cyberbullying/?utm_source=newsletter&utm_medium=email&utm_content=How%20to%20Help%20Kids%20Deal%20With%20Cyberbullying&utm_campaign=Public-Ed-Newsletter)

*COVID Virtual Learning Offers Lessons on Promoting Equity in Early Care and Education Settings*  
<https://www.childtrends.org/blog/covid-virtual-learning-offers-lessons-on-promoting-equity-in-early-care-and-education-settings>

*Suicide Prevention in Schools: Strategies for COVID-19*  
<https://sprc.org/news/suicide-prevention-schools-strategies-covid-19>

*Children's Mental Health Emergencies Skyrocketed After COVID-19 Hit. What Schools Can Do*  
[http://blogs.edweek.org/edweek/inside-school-research/2020/11/new\\_federal\\_data\\_confirms\\_pandemic\\_child\\_mental\\_health\\_emergency.html](http://blogs.edweek.org/edweek/inside-school-research/2020/11/new_federal_data_confirms_pandemic_child_mental_health_emergency.html)

*Transition Plan: Advancing Child Health in the Biden-Harris Administration*  
<https://services.aap.org/en/advocacy/transition-plan-2020/>

*Helping Kids Make Decisions*  
[https://childmind.org/article/helping-kids-make-decisions/?utm\\_source=newsletter&utm\\_medium=email&utm\\_content=Helping%20Kids%20Make%20Decisions&utm\\_campaign=Public-Ed-Newsletter](https://childmind.org/article/helping-kids-make-decisions/?utm_source=newsletter&utm_medium=email&utm_content=Helping%20Kids%20Make%20Decisions&utm_campaign=Public-Ed-Newsletter)

*4 ways COVID-19 could alter long-term curricular approaches*  
<https://www.educationdive.com/news/4-ways-covid-19-could-alter-long-term-curricular-approaches/588199/>

*RDoC at 10: Sharpening the Science of Mental Health Disorders*  
[https://www.psychologicalscience.org/publications/observer/obsonline/rdoc-mental-health.html?utm\\_source=APS+Emails&utm\\_campaign=1f8e8a5cc8-EMAIL\\_CAMPAIGN\\_2020\\_11\\_10\\_03\\_01&utm\\_medium=email&utm\\_term=0\\_d2c7283f04-1f8e8a5cc8-62625175](https://www.psychologicalscience.org/publications/observer/obsonline/rdoc-mental-health.html?utm_source=APS+Emails&utm_campaign=1f8e8a5cc8-EMAIL_CAMPAIGN_2020_11_10_03_01&utm_medium=email&utm_term=0_d2c7283f04-1f8e8a5cc8-62625175)

Center co-directors Adelman and Taylor were invited by the Policy Analysis for California Education (PACE) to prepare the following policy brief:

### ***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?utm\\_source=PACE+All&utm\\_campaign=61b8aabde4-EMAIL\\_CAMPAIGN\\_2020\\_11\\_17\\_07\\_36\\_COPY\\_05&utm\\_medium=email&utm\\_term=0\\_9f1af6b121-61b8aabde4-522725185](https://edpolicyinca.org/publications/restructuring-california-schools-address-barriers-learning-and-teaching-covid-19?utm_source=PACE+All&utm_campaign=61b8aabde4-EMAIL_CAMPAIGN_2020_11_17_07_36_COPY_05&utm_medium=email&utm_term=0_9f1af6b121-61b8aabde4-522725185)

The content, of course, is applicable to other states.

Each of the following resources discusses the matters covered in the brief (including personalizing instruction and learning supports) in detail:

**>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](http://smhp.psych.ucla.edu/improving_school_improvement.html)

## A Few Upcoming Webinars

11/30 Postsecondary Transition for Students With Disabilities

12/8 Focus on Wellness: Apps to Support Mental Health for All Ages

12/8 Rethinking your District Strategic Plan in the COVID Era

12/8 Student Agency: Designing Achievement at the Margins

12/9 Planning to Pivot: Creating Schedules to Enhance Teaming (K-8) in the Era of Covid-19

12/9 Stressed Out

12/10 Working Toward Positive Educational Outcomes: Mental Health and Special Education

12/11 Making Supervision Work

12/11 Build Educator Resilience Through Self-Compassion and Gratitude

*Pursuing Equitable Outcomes: Exploring the Intersection of Race and Disability in K-12 Education*

Webinar Series 12/15, 2/16, 5/18, & 7/20

[https://www.wested.org/wested\\_event/ncsi-intersection-race-disability-k12-education-webinar-series/?utm\\_source=e-bulletin&utm\\_medium=email&utm\\_campaign=2020-10-issue-2&mkt\\_tok=eyJpLjoiTTJFMl16azJNeIF5WWpWayIsInQiOiI1RlFIQUYyR2U3eWVUY2RjVllcL250R0JVVNBVTljU3NCVUFaQmNCYmEMnBVK1hOZ0kreKFQM2Fjd002RFZGQ1E2TCtBUVpKUmJ4RllhbFREeVVIQTh5RU5lQXFMMmo5cVILbHNwQjVvOXp2cFORD245TDM4M3hcL2ZFZFU0MnNaIn0%3D](https://www.wested.org/wested_event/ncsi-intersection-race-disability-k12-education-webinar-series/?utm_source=e-bulletin&utm_medium=email&utm_campaign=2020-10-issue-2&mkt_tok=eyJpLjoiTTJFMl16azJNeIF5WWpWayIsInQiOiI1RlFIQUYyR2U3eWVUY2RjVllcL250R0JVVNBVTljU3NCVUFaQmNCYmEMnBVK1hOZ0kreKFQM2Fjd002RFZGQ1E2TCtBUVpKUmJ4RllhbFREeVVIQTh5RU5lQXFMMmo5cVILbHNwQjVvOXp2cFORD245TDM4M3hcL2ZFZFU0MnNaIn0%3D)

*How Learning Happens* (Edutopia's updated series of videos explores how educators can guide all students, regardless of their developmental starting points, to become productive and engaged learners.

<https://www.edutopia.org/how-learning-happens>

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>

## A Few News Items

### **CDC Pulls Statement That Stressed Importance of In-Person School**

Amid a spike in coronavirus cases nationwide, the CDC has eliminated a statement from its website that encouraged schools to reopen. The CDC statement first appeared in July.

[http://blogs.edweek.org/edweek/campaign-k-12/2020/11/cdc\\_pulls\\_reopening-schools-guidance.html](http://blogs.edweek.org/edweek/campaign-k-12/2020/11/cdc_pulls_reopening-schools-guidance.html)

### **How Schools Are Preparing for the Perfect Storm of Holiday Travel and COVID-19**

Rapidly rising coronavirus cases nationwide and upcoming holiday travel plans could be the perfect storm to trigger COVID-19 spikes among students and teachers. That possibility is putting principals, school district leaders, and state officials in the difficult spot of telling families what they should do during the holidays, but without the power to enforce that guidance.

<https://www.edweek.org/ew/articles/2020/11/16/how-schools-are-preparing-for-the-perfect.html>

### **COVID-19 Vaccine Isn't Here Yet, But Schools Need to Push Families to Vaccinate Now.**

A vaccine against the coronavirus that causes COVID-19 could be broadly available by late spring, and to some teachers in schools even sooner. But schools are already grappling with the problem of how to convince families to get their children immunized—not just against COVID-19, but other childhood diseases already at risk of dangerous outbreaks.

While the coronavirus pandemic has heightened schools' focus on infection spread and containment, educators can take a key leadership role in preventing new outbreaks by encouraging existing childhood immunizations and laying the groundwork for a future COVID-19 vaccine.

[http://blogs.edweek.org/edweek/inside-school-research/2020/11/how\\_can\\_school\\_leaders\\_get\\_parents\\_to\\_immunize.html](http://blogs.edweek.org/edweek/inside-school-research/2020/11/how_can_school_leaders_get_parents_to_immunize.html)

Why does your teacher  
want to talk with me?



She didn't believe me when  
I told her our dog ate my computer.

### Policy Director Shares Biden's 5-step Education Agenda

Biden's five-part plan for getting schools up and running again begins with giving local school officials the latitude to do what's best for their unique situations while still providing federal guidance, Stef Feldman [Joe Biden's national policy director] said. He would mandate nationwide mask use and contact tracing to reduce the spread of the coronavirus and would provide emergency funding for schools -- through the Federal Emergency Management Agency, the Stafford Act and, ideally, emergency congressional authorizations -- to help with pandemic-related teacher shortages, class sizes, ventilation improvements and more. He also intends to address the quality of remote learning and provide ideas and resources for coping with the knowledge gap created by the disruption. Ultimately, she said, Biden wants to provide something schools have not had from the federal government during the pandemic: "clear, simple guidance that is executable." ...

Feldman noted that the presumptive president-elect has long been a Title IX advocate and thus would reverse many of President Donald Trump's executive orders that disenfranchised students experiencing sexual assault and from transgender students. The goal, she said, is safe spaces for all students, both in K-12 and on college campuses. ...

General funding for education also is on Biden's priority list, Feldman said, and he plans to help delete disparities between wealthy and low-income districts by tripling the current \$15 billion for Title I schools, who first would use the money to add pre-K and ensure "robust" curriculum across schools. Increased teacher pay, money toward professional development and assistance with student loans for teachers also will be in the works.

[https://www.smartbrief.com/original/2020/11/policy-director-biden-education-agenda-include-pandemic-mental-health?utm\\_source=brief](https://www.smartbrief.com/original/2020/11/policy-director-biden-education-agenda-include-pandemic-mental-health?utm_source=brief)

#### **Reminder -- we are interested in amassing input to the Biden education transition team\***

We want to be sure they hear from a wide segment of folks concerned with improving how schools address barriers to learning and teaching as an essential facet of enhancing equity of opportunity for students to succeed at school and beyond.

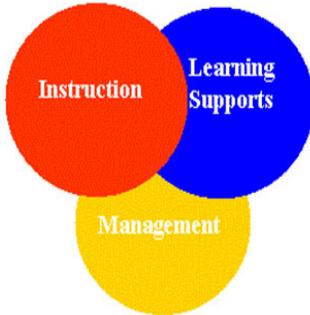
Let us know your recommendations, and we will summarize what we receive and send the input from all of us in the field on to the transition team to help inform the process.

Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) .We look forward to hearing from you.

\*About the Biden education transition team, see:

<https://www.washingtonpost.com/education/2020/11/12/what-bidens-new-education-transition-team-tells-us-about-his-agenda-what-it-doesnt/>

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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](mailto:Ltaylor@ucla.edu)

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

**For new sign-ups – email [Ltaylor@ucla.edu](mailto: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 at <http://smhp.psych.ucla.edu/newnetexchange.htm> and on Facebook (access from the Center's home page <http://smhp.psych.ucla.edu/> )**