

School Practitioner Community of Practice
(A network for sharing & exchange)
Special Issue (3/13/20)

- >CDC resources for schools related to the coronavirus
 - >>Mitigation: Schools/childcare
 - >> Mental health concerns

Updates & Links to a few other relevant resources

Note: Go to <http://smhp.psych.ucla> for links to other Center resources including

- >Upcoming initiatives, conferences & workshops
- >Calls for grant proposals, presentations, and papers
- >Training and job opportunities
- >Upcoming webcasts & other professional development opportunities

This resource is from the
Center for MH in Schools & Student/Learning Supports, UCLA

Given education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

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>

Special Issue

Given the rapidity of current events, we are sending out the Center's community of practice school practitioner on an ad hoc basis.

We especially want to emphasize the importance of addressing mental health concerns related to students, families, and staff during the emergency period and encourage planning for follow-up.

CDC Guidance for Schools

Excerpt from: *Implementation of Mitigation Strategies for Communities with Local COVID-19 Transmission*
<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community-mitigation-strategy.pdf>

Schools/childcare – “What childcare facilities, K-12 schools, and colleges and universities can do to prepare for COVID-19, if the school or facility has cases of COVID-19, or if the community is experiencing spread of COVID-19)

Preparedness phase:

- Know where to find local information on COVID-19 and local trends of COVID-19 cases.
- Know the signs and symptoms of COVID-19 and what to do if students or staff become symptomatic at school/childcare site.
- Review and update emergency operations plan (including implementation of social distancing measures, distance learning if feasible) or develop plan if one is not available.

- Evaluate whether there are students or staff who are at increased risk of severe illness and develop plans for them to continue to work or receive educational services if there is moderate levels of COVID-19 transmission or impact.
 - >Parents of children at increased risk for severe illness should discuss with their health care provider whether those students should stay home in case of school or community spread.
 - >Staff at increased risk for severe illness should have a plan to stay home if there are school-based cases or community spread.
- Encourage staff and students to stay home when sick and notify school administrators of illness (schools should provide non-punitive sick leave options to allow staff to stay home when ill)
- Encourage personal protective measures among staff/students (e.g., stay home when sick, handwashing, respiratory etiquette).
- Clean and disinfect frequently touched surfaces daily.
- Ensure hand hygiene supplies are readily available in buildings.

Minimal to moderate transmission

- Implement social distancing measures:
 - >Reduce the frequency of large gatherings (e.g., assemblies), and limit the number of attendees per gathering.
 - >Alter schedules to reduce mixing (e.g., stagger recess, entry/dismissal times)
 - >Limit inter-school interactions
 - >Consider distance or e-learning in some settings
- Consider regular health checks (e.g., temperature and respiratory symptom screening) of students, staff, and visitors (if feasible).
- Short-term dismissals for school and extracurricular activities as needed (e.g., if cases in staff/students) for cleaning and contact tracing.
- Students at increased risk of severe illness should consider implementing individual plans for distance learning, e-learning.

Substantial transmission

- Broader and/or longer-term school dismissals, either as a preventive measure or because of staff and/or student absenteeism.
- Cancellation of school-associated congregations, particularly those with participation of high-risk individuals.
- Implement distance learning if feasible.

What are quarantine and social distancing?

>Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.

>Social distancing means remaining out of places where people meet or gather, avoiding local public transportation (e.g., bus, subway, taxi, rideshare), and maintaining distance (approximately 6 feet or 2 meters) from others.

Except from: *Mental health and coping during covid19*

<https://www.cdc.gov/coronavirus/2019-ncov/about/coping.html>

“The outbreak of coronavirus disease 2019 (COVID-19) may be stressful for people and communities. Fear and anxiety about a disease can be overwhelming and cause strong emotions in adults and children.

Everyone reacts differently to stressful situations. The emotional impact of an emergency on a person can depend on the person’s characteristics and experiences, the social and economic circumstances of the person and their community, and the availability of local resources. People

can become more distressed if they see repeated images or hear repeated reports about the outbreak in the media.

People who may respond more strongly to the stress of a crisis include:

- People who have preexisting mental health conditions including problems with substance use
- Children
- People who are helping with the response to COVID-19, like doctors and other health care providers, or first responders

Reactions during an infectious disease outbreak can include:

- Fear and worry about your own health status and that of your loved ones who may have been exposed to COVID-19
- Changes in sleep or eating patterns
- Difficulty sleeping or concentrating
- Worsening of chronic health problems
- Increased use of alcohol, tobacco, or other drugs

People with preexisting mental health conditions should continue with their treatment plans during an emergency and monitor for any new symptoms. Additional information can be found at the Substance Abuse and Mental Health Services Administration (SAMHSAexternal icon) website.

Coping with these feelings and getting help when you need it will help you, your family, and your community recover from a disaster. Connect with family, friends, and others in your community. Take care of yourself and each other, and know when and how to seek help.

Call your healthcare provider if stress reactions interfere with your daily activities for several days in a row.

Things you can do to support yourself:

- Avoid excessive exposure to media coverage of COVID-19.
- Take care of your body. Take deep breaths, stretch or meditate. Try to eat healthy, well-balanced meals, exercise regularly, get plenty of sleep and avoid alcohol and drugs.
- Make time to unwind and remind yourself that strong feelings will fade. Take breaks from watching, reading, or listening to news stories. It can be upsetting to hear about the crisis and see images repeatedly. Try to do some other activities you enjoy to return to your normal life.
- Connect with others. Share your concerns and how you are feeling with a friend or family member. Maintain healthy relationships.
- Maintain a sense of hope and positive thinking.

Share the facts about COVID-19 and the actual risk to others. People who have returned from areas of ongoing spread more than 14 days ago and do not have symptoms of COVID-19 do not put others at risk.

Sharing accurate information can help calm fears in others and allow you to connect with them.

Learn more about taking care of your emotional health.

For parents:

Children react, in part, on what they see from the adults around them. When parents and caregivers deal with the COVID-19 calmly and confidently, they can provide the best support for their children. Parents can be more reassuring to others around them, especially children, if they are better prepared.

Not all children respond to stress in the same way. Some common changes to watch for in children:

Excessive crying and irritation
Returning to behaviors they have outgrown (e.g., toileting accidents or bedwetting)
Excessive worry or sadness
Unhealthy eating or sleeping habits
Irritability and “acting out” behaviors
Poor school performance or avoiding school
Difficulty with attention and concentration
Avoidance of activities enjoyed in the past
Unexplained headaches or body pain
Use of alcohol, tobacco, or other drugs

There are many things you can do to support your child:

- Take time to talk with your child about the COVID-19 outbreak. Answer questions and share facts about COVID-19 in a way that your child can understand.
- Reassure your child that they are safe. Let them know if is ok if they feel upset. Share with them how you deal with your own stress so that they can learn how to cope from you.
- Limit your child's exposure to media coverage of the event. Children may misinterpret what they hear and can be frightened about something they do not understand.
- Help your child to have a sense of structure. Once it is safe to return to school or child care, help them return to their regular activity.
- Be a role model; take breaks, get plenty of sleep, exercise, and eat well. Connect with your friends and family members and rely on your social support system.

Learn more about helping children cope.

For responders:

Responding to COVID-19 can take an emotional toll on you. There are things you can do to reduce secondary traumatic stress (STS) reactions:

- Acknowledge that STS can impact anyone helping families after a traumatic event.
- Learn the symptoms including physical (fatigue, illness) and mental (fear, withdrawal, guilt).
- Allow time for you and your family to recover from responding to the outbreak.
- Create a menu of personal self-care activities that you enjoy, such as spending time with friends and family, exercising, or reading a book.
- Take a break from media coverage of COVID-19.
- Ask for help if you feel overwhelmed or concerned that COVID-19 is affecting your ability to care for your family and patients as you did before the outbreak.

For people who have been released from quarantine:

Being separated from others if a health care provider thinks you may have been exposed to COVID-19 can be stressful, even if you do not get sick. Some typical reactions after being released from COVID-19 quarantine can include:

- Mixed emotions, including relief after quarantine
- Fear and worry about your own health status and that of your loved ones who may have been exposed to COVID-19
- Stress from the experience of monitoring yourself, or being monitored by others for signs and symptoms of COVID-19
- Sadness, anger, or frustration because friends or loved ones have unfounded fears of contracting the disease from contact with you, even though you have been determined not to be contagious
- Guilt about not being able to perform normal work or parenting duties during quarantine

Other emotional or mental health changes

Children may also feel upset or have other strong emotions if they, or someone they know, has been released from quarantine. You can help your child cope.”

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Please let us hear from you

What's your take on this?

Let us know you experiences so we can share lessons learned with others.

Send to Ltaylor@ucla.edu

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Updates & Links to a few other relevant resources

From the CDC – *UPDATED Guidance for School Settings* – CDC's Coronavirus Disease-2019 (COVID-19) interim guidance for school settings is posted at:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html> The guidance is based on what is currently known about the transmission and severity of coronavirus disease and will be updated as needed and as additional information becomes available.

From Education Commission of the States – State information on policy responses and other executive actions to the coronavirus in schools

<https://www.ecs.org/wp-content/uploads/State-Info-Request-COVID-19-Response.pdf> "includes state policy action specifically responding to the coronavirus and public schools, a sampling of state policies regarding emergency school closures and online or distance education that may be relevant, and a list of relevant resources regarding the coronavirus and schools that may be useful. Because the situation is changing minute by minute, this information should not be considered all-inclusive; rather, it is a snapshot of what we know today."

From the US Department of Education –

https://www.ed.gov/news/press-releases/readout-us-department-education-coronavirus-conference-call-chief-state-school-officers?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Readout of the U.S. Department of Education's Coronavirus Conference Call with Chief State School Officers March 12, 2020

Today, the U.S. Department of Education and other federal partners hosted a conference call with the Council of Chief State School Officers (CCSSO) to discuss the Administration's response to Coronavirus (COVID-19) and to answer their members' questions about school closures, school meal programs, testing and accountability measures, and grant administration, among other topics.

Deputy Secretary Mitchell "Mick" Zais, who leads the Department of Education's Coronavirus working group, opened the call, gave a brief rundown of Coronavirus-related guidance the Department recently issued to the field and encouraged participants to frequently visit the Department's website for Coronavirus-related materials, ed.gov/coronavirus.

Assistant Secretary Frank Brogan of the Office of Elementary and Secondary Education shared information on flexibilities available to states, school districts, and schools with respect to certain accountability requirements under the Elementary and Secondary Education Act (ESEA).

Assistant Secretary Kenneth Marcus of the Office for Civil Rights (OCR) discussed the Department's letter to education leaders on preventing and addressing potential discrimination associated with COVID-19.

Director Laurie VanderPloeg of the Office of Special Education Programs spoke about the Department's guidance on how, in the midst of the outbreak and potential school closures, to provide services to students with disabilities.

Acting Director Kala Surprenant of the Student Privacy Policy Office discussed the Department's guidance on the sharing of student education records during a health and safety emergency under the Family Educational Rights and Privacy Act (FERPA)

In addition to Department officials, representatives from the Centers for Disease Control and Prevention (CDC), United States Department of Agriculture (USDA) and the Federal Communications Commission (FCC) participated in the call:

Dr. Nancy Messonnier and Kathleen Ethier, PhD, from the CDC discussed policies regarding school closures and cleanings during the pandemic.

Deputy Under Secretary Brandon Lipps from USDA addressed the Department's ongoing commitment to feeding low-income children when schools close. USDA intends to use all available program flexibilities and contingencies to serve program participants across their 15 nutrition programs. USDA has already begun to issue waivers to ease program operations and protect the health of participants.

Ryan Palmer from the FCC discussed access to digital communications during the pandemic.

For additional information on the Department's Coronavirus response, or to view the Department's guidance documents on Coronavirus, visit [ed.gov/coronavirus](https://www.ed.gov/coronavirus).

For more information about the Coronavirus, please visit:
<https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

Some Links

Talking to Kids About the Coronavirus

https://childmind.org/article/talking-to-kids-about-the-coronavirus/?utm_source=newsletter&utm_medium=email&utm_content=Talking%20to%20Kids%20About%20the%20Coronavirus&utm_campaign=Weekly-03-03-20

Talking to children about covid19

[https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-\(coronavirus\)-a-parent-resource](https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/talking-to-children-about-covid-19-(coronavirus)-a-parent-resource)

Just For Kids: A Comic Exploring The New Coronavirus

https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus?utm_source=newsletter&utm_medium=email&utm_content=A%20Comic%20Exploring%20the%20New%20Coronavirus&utm_campaign=Weekly-03-03-20

The National Child Traumatic Stress Network Parent/Caregiver Guide to Helping Families Cope with the Coronavirus Disease 2019 (English, Spanish, and Chinese versions available)

<https://www.nctsn.org/resources/parent-caregiver-guide-to-helping-families-cope-with-the-coronavirus-disease-2019>

Coronavirus: Guidance for schools

<http://www.publichealth.lacounty.gov/media/Coronavirus/GuidanceForSchools.pdf>

Coping with stress during infectious disease outbreaks

<https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885>

Coronavirus: State guidance for schools (CA)

https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/School%20Guidance_ADA%20Compliant_FINAL.pdf

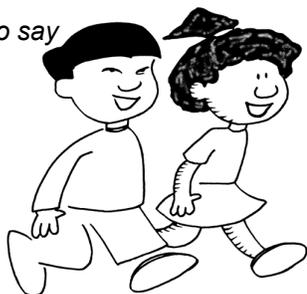
Coronavirus: Multilingual Resources for Schools <https://www.colorincolorado.org/coronavirus>

Taking Care of Your Behavioral Health: Tips for Social Distancing, Quarantine, and Isolation During an Infectious Disease Outbreak

<https://app.getresponse.com/click.html?x=a62b&lc=SBcYgL&mc=Is&s=vN2JkR&u=SeOid&y=X&z=E9Ydz1E&>

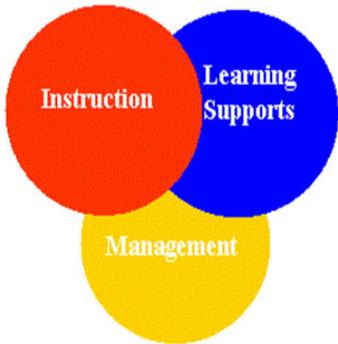
Also note that the Crisis Response information on our website includes resources related to Pandemics.

Is there anything positive to say about this Coronavirus?



Well, at least it doesn't attach kids so much!

*Equity of opportunity is fundamental to enabling civil rights;
transforming student and learning supports is fundamental to
enabling equity of opportunity, promoting whole child development,
and enhancing school climate.*



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

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

For new sign-ups – email 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/>)***