

School Practitioner Community of Practice
(A network for sharing & exchange)
Special Edition (3/27/20)

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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**

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 Edition:

Sharing Requests and Information about Resources and Actions

>Establishing online teams at school, district, and state levels to plan and provide enhanced student/learning supports *now and when students return*

This is a much needed time for those responsible for student/learning supports to be connected as a team focusing on providing for students, families, and staff -- both now and in anticipation of when schools reopen.

Most teams can be connected online; emails and conference phone calls are other means.

Clearly, we all are learning new ways to continue to support students/families/staff during the crisis. At the same time, schools must start planning for the increased number of learning, behavior, and emotional problems that are likely to manifest as student transition-back to school. The situation will require new thinking about how staff works together.

As each student support organization and education agency provides guidance to its members (see next items below), we suggest that pulling together a Learning Supports Leadership Team is essential to effectively planning (a) how to provide learning supports during the crisis and (b) how to plan for transitions back to post crisis conditions. We also think this is a time to plan ways to unify student/learning supports and start to evolve them into a comprehensive and equitable system.

For schools to meet the challenges ahead, they will have to end the marginalization, fragmentation, and counterproductive competition related to providing essential student/learning supports.

Here are a couple of relevant resources:

>What is a Learning Supports Leadership Team?
http://smhp.psych.ucla.edu/pdfdocs/resource_coord_team.pdf

>What Is a Unified and Comprehensive System of Learning Supports?
<http://smhp.psych.ucla.edu/pdfdocs/whatis.pdf>

We can provide other resources as teams begin to plan; send requests to Ltaylor@ucla.edu .

*And we will continue to provide links to resources
through the community of practice to aid in the current crisis.*

Listserv Participants: Let us know what teams are planning so we can share the info & ideas.
Let us know. Ltaylor@ucla.edu

>What student support national organizations are advising their members

Each learning support association offers what they view as unique to their profession.

>From the *National Association of School Nurses* <https://www.nasn.org/home>

Excerpt: Ideas for School Nurse Activities During the COVID-19 Pandemic

.... Here are some activities school nurses can do while schools are closed.

- Stay current on the emerging COVID-19 to appropriately answer questions now and when schools reopen; also stay current on cases in your area.
- Coordinate with school administration and families to determine when and how students' school medication supplies can be picked up for use at home.
- As appropriate, outreach to students at-risk (for COVID-19) or social issues related to social distancing and offer guidance and information
- Develop a system of communication for students and families to connect with you while schools are closed.
- Develop a list of resources that families may need during this time such as local food pantries, health centers, etc. Distribute the list to families, as these needs may be new to families and they are unaware of community resources.
- Keep parents, family and staff up-to-date by proactively pushing information out regarding the illness and how to address related stress and anxiety. This can include information on the disease caused by this novel coronavirus, prevention mechanism, or myth busting inaccurate information you have seen.
 - o Proactively provide information and resources to other issues that arise in your population. For example, child abuse often rises in times of stress-providing resources and skills to cope during this time will be critical.
- Review and update policies and procedure manuals – particularly regarding communicable disease outbreak, emergency preparedness, when students should stay home, etc.
- Work with the information technology department to be sure you have access to student attendance rates (and add reasons for absences) for future events, and when schools reopen.
- Develop an evidence-based plan and process, based on CDC guidelines and in accordance with local health department recommendations, that will decrease anxiety and inappropriate screenings of children upon schools reopening.
 - o Communicate and review the process with administration and teachers ahead of time, so everyone agrees, and role delineation is clear.
- Be proactive and create some processes that would have made it run smoother so you can be part of the solution during debriefing. This could include distance learning plans (what role school nurses would have), emergency shut down, communicable outbreak plan, or communication plan.
 - o Also think beyond the school to the community and process or infrastructure changes, especially as they relate to school children, that worked or did not. Develop a plan to advocate for changes (once crisis is over) where needed.
- If wanting/able to do more frontline work check with the local health department for ways to assist. You could also join your state medical reserve corps or see what groups like the American Red Cross are doing. Work with established groups to be sure efforts are coordinated and not duplicating efforts....

>From the *American School Counselor Association*

<https://www.schoolcounselor.org/asca/media/asca/home/EmergencyShutdown.pdf>

Excerpt: ...Providing school counseling services and activities in a virtual setting presents some challenges and limitations. Here are some issues to consider.

Have you worked with administrators to develop a plan for how students and families can reach the school counselor through phone, email or online platforms? Do not use your personal phones or email accounts. If a communications method or online platform is not readily available, work with your school and district administration to find a solution.

Are you following your school and district policies for online services/activities, accessing student information and using online platforms?

Do you have procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available?

What steps will you take to mitigate the confidentiality limits you may face when providing virtual/distance school counseling?

How will you educate students on ways to participate in the relationship through virtual/distance school counseling? Develop methods to minimize or prevent potential misunderstandings that could occur due to a lack of visual and verbal cues or the inability to read body language.

Are you providing as much information on the school counseling website as possible? You should be prepared to update it frequently....

>From the *National Association of School Psychologists*

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/usdoe-guidance-for-idea-service-delivery-faq-for-school-psychologists>

Excerpt from: Guidance for IDEA Service Delivery FAQ for School Psychologists

This document summarizes key points from guidance documents released by the U.S.

Department of Education (USDOE) and a webinar presented by Laurie VanderPloeg, Director of the Office of Special Education Programs at the USDOE. The selected points below are not exhaustive but those most salient to school psychology practice. For more details, please review the documents linked above. If you have specific questions about how the guidance issued in these documents could apply to your unique situation or individual cases, please consult with your local special administrator or your state department of education. If/when more guidance is released, we will share that with you.

Local educational agencies (LEAs) and early intervention service (EIS) programs must collaborate with their state educational agencies (SEAs), the Bureau of Indian Education (BIE), or local public health department as appropriate about how, what, and when services should be provided to infants, toddlers, and children with disabilities.

>My schools are closed. Are we responsible for implementing IEPs/IFSPs and providing services during a school closure...

>What are our obligations if a student with a disability is absent due to COVID-19 infection? ...

>What are some situations when alternate forms of instruction and/or distance learning plans should be considered?...

>How should IEP meetings and special education evaluations be conducted during long-term school closures due to COVID-19?...

Despite the guidance from the USDOE, specific decisions may vary by state, district, and individual IEP teams. It is important that we collectively work to protect the rights of students with disabilities and ensure they are accessing FAPE while also balancing the health and safety of school staff and students....”

> From the *School Social Workers Association of American* <https://www.sswaa.org/covid-19-resources>

Excerpt: ...Many of you are reading this knowing that your schools are either temporarily closed or closing soon for the foreseeable future, and this is in many ways an unprecedented development with dramatic implications for our schools, students, families, and staff colleagues. While all of us are learning the practices we need to do to stay safe and mitigate the spread of the virus, we are also trying to navigate the many questions and concerns that this crisis is raising for us, both professionally as school social workers and personally, as we worry about our own health and the health of those we love....

1. Stay safe and practice good healthy habits and self-care....

2. Identify what your state and school district’s policies are regarding SSW services as this crisis unfolds. Many states and local districts have shut down the physical school building

- but are maintaining online e-learning; others are canceling all educational activities for a stretch of time. Still others are still open, though that could change rapidly. What is most important for this time is for you to be fully clear on what is (and isn't) expected of you and your school social work service provision during this time. For example, guidance from the U.S. Department of Education (DOE) document, "Questions and Answers On Providing Services To Children With Disabilities During The Coronavirus Disease 2019 Outbreak" indicates that schools that stay open (even if open only online for e-learning) are also required to provide special education services to students during that time (including related services)....
3. Clarify how SSW services will be done in the event that you're providing them online. Most of us are accustomed to doing most (if not all) of our work face-to-face with our students. This crisis situation may necessitate that we provide SSW services through new delivery mechanisms Skype, Zoom, or other online videoconference technology) or via asynchronous communication e.g. having students complete SEL lessons online and reviewing them and tracking their progress using tools like Google Docs....
 4. Anticipate that this will be a long process of getting "back to normal" and may in fact require us all to become more trauma-informed in our SSW practices as schools eventually re-open. While nobody knows the extent and scope of this crisis, and when schools will eventually re-open across the country and the world, what is certain is that these moments we're in now will have lasting impacts on all of us, most importantly the students we serve and educate...."

Listserv Participants: Please share your experiences and suggestions so we can all learn more about how to support students/families/staff during the crisis. Thanks. Ltaylor@ucla.edu

>What State Departments of Education are Doing

We sampled two sites this time:

Pennsylvania Department of Education

<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/messages/Pages/March-23-2020.aspx>

South Dakota Department of Education

<https://doe.sd.gov/coronavirus/documents/ActionPlan.pdf>

The messages generally are about school closures and stress:

- which personnel are considered essential for continuing the work related to life-sustaining services (e.g., housing, security, information technology, building maintenance, operations, and payroll) and that such personnel should adhere to social distancing guidelines
- being flexible as possible in working with schools to meet the needs of students and families
- that the U.S. Department of Education has issued a Q&A relative to Providing Services to Children with Disabilities during an unexpected school closure. See <https://doe.sd.gov/coronavirus> and look under "Resources for school officials." Document is titled "Q&A: Providing Services to Children with Disabilities."....

Listserv Participants: Let us know of any state departments that are providing guidance for supporting students, families, and staff during the crisis and planning for when schools reopen. Send to Ltaylor@ucla.edu

>Links to a few other relevant shared resources

Resources for Supporting Children's Emotional Well-being during the COVID-19 Pandemic

<https://www.childtrends.org/publications/resources-for-supporting-childrens-emotional-well-being-during-the-covid-19-pandemic>

Mental Health Considerations during COVID-19 Outbreak from the World Health Org.

<https://www.cmhnetwork.org/wp-content/uploads/2020/03/mental-health-considerations-WHO.pdf>

Coronavirus Resources from the National Health Law Program

<https://healthlaw.org/coronavirus-resources/>

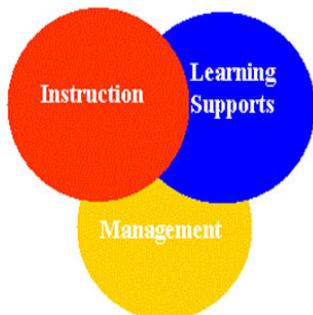
Resources for Student/Learning Supports See our Center's online clearinghouse Quick Finds dropdown menu at <http://smhp.psych.ucla.edu/quicksearch.htm>

What's upsetting you?



I miss my friends, my teacher,
my after school program, and
I'm really bored with watching TV!

*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/>)***