

**School Practitioner Community of Practice**  
(A network for sharing & exchange)  
(4/21/21)

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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:**

>About community mental health agencies working in schools

Extra funding to schools and community agencies related to mental health concerns is increasing the opportunity for schools to work closely with community mental health providers. A request this week highlights the matter:

**Request from a colleague:**

"I manage a community mental health team here that "lives" embedded in a local public school division, funded through a mix of philanthropy and CARES act dollars. We represent 13 staff in 10 schools, preK-elementary-middle.

I'm writing because I'm having trouble contextualizing our local partnership within national trends. Can you point me towards any data on what school-community mental health agency partnership trends might be overall? It's complicated since so many schools hire internal staff, partner with other agencies, and/or share "teams" with other school divisions to address mental health needs... add to that the emergence of school-based health centers with both mental health and medical staff members..." P.S. "I have been enjoying the resources you've shared online – thank you!"

**Center Comments:** In contextualizing this type of school-community collaboration, it is essential to understand how to avoid past problems and use the opportunity to help schools develop a unified, comprehensive, and equitable system of student/learning supports. We discuss all this in

>Embedding Mental Health as Schools Change – freely accessed at  
[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

This resource provides an overview for how to contextualize mental health in schools and has a specific chapter on "Community Outreach and Collaborative Engagement" (Chapter 16).

For a more detailed discussion of school-community partnerships, see

>*Fostering School, Family, and Community Involvement*  
[http://smhp.psych.ucla.edu/publications/44\\_guide\\_7\\_fostering\\_school\\_family\\_and\\_community\\_involvement.pdf](http://smhp.psych.ucla.edu/publications/44_guide_7_fostering_school_family_and_community_involvement.pdf)

For an appreciation of some of the problems that need to be avoided,

>*Integrated Student Supports and Equity: What's Not Being Discussed?*  
<http://smhp.psych.ucla.edu/pdfdocs/integpolicy.pdf>

You can find other related resources about school-community collaborations from our Center and from others on our online Quick Find

>*Collaboration: School, Community, Interagency* [http://smhp.psych.ucla.edu/quickfind/p1201\\_01.htm](http://smhp.psych.ucla.edu/quickfind/p1201_01.htm)

### **Is this topic being discussed in your locale?**

Please let us know so we can share the info widely. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

### **>Learning from school reopenings**

#### **Sharing from a colleague:**

"Our school has been in person for most of the year. I would say that one of the biggest challenges is making sure students still remember to wear masks/social distancing when possible. Being back in person just creates a sense of normalcy which leads to students not taking healthy safety as seriously as they should. As a teacher, I feel like there is only so much I can do in terms of reminding students to wear masks. It definitely makes it harder for me when other teachers aren't reminding students to wear masks, so I think that's where the admin plays a big role. If our admin held teachers accountable for reinforcing our mask mandate, I think the school would see greater student compliance. One recommendation I would have is to try and have students sit in table groups and limit the changes to the seating chart. This makes it easier to contact trace if a student were to test positive for covid.

I have all my table groups about 6 feet from each other, so if one person is sick, only their table group needs to be quarantined. Some other things that are a little more obvious include setting up an online classroom where class information and resources are readily available for students who do end up in quarantine. I know a lot of my students have told me that some teachers don't put any information online which makes it hard for students to catch up after being quarantined for a couple weeks. I do think that communication is key. A lot of my students are motivated and will reach out to me directly, but for students who might not be as organized or on top of things, I found that directly contacting parents has been very effective this year.

I think since tech has been such a big part of teaching this year, it is especially important to reestablish technology norms in the classroom when students come back. When my students came back this year, they were still in the habit of using their devices, and sometimes if I wasn't clear enough on my expectations, they would end up distracting themselves on their devices. That was a challenge that caught me off guard at first, and I still have to constantly remind students to break that habit from time to time.

One thing that our school has done this year is doing an all online day once a week on Wednesdays. I think it has been extremely helpful for both teachers and students. It functions almost as a catch up day where teachers can assign work and also meet with students online and catch up on certain things. I think the reason why it has worked so well for us is because we still have a small number of students who are fully online that we have to teach. During in person days, it is very easy to get distracted by the students in the classroom and neglect online learners. This online day, however, provides an opportunity for teachers to focus all their attention to teaching online. I don't know if I explained this well, but it's been really awesome for teachers in my district. I think the best part of it is the fact that we get a break from all the crazy in person interactions during the week, and especially during this crazy year, the mid-week reset allows for students not to fall too behind and also helps boost morale overall.

I know from a logistical standpoint it might sound like we're cutting into days of instruction, and I know at some point the admins were concerned with how to frame it so that it wouldn't affect our

funding and things of that nature. I don't know if this would be the right thing to implement for every school district, but it has been very helpful for teachers here this year.  
Hopefully this information is useful.”

**Listserv Participants:** Please share about reopening schools – many folks are interested.  
Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

### >One year of school closures: What's next?

From: *A year into the COVID-19 pandemic, school as we know it has been transformed*  
<https://www.chalkbeat.org/2021/3/8/22315200/coronavirus-anniversary-schools>

“...In the darkest days, educators stepped up in creative, inspiring ways. Teachers dropped free school meals off at their students’ homes so fearful parents didn’t have to stand in lines. Educators who are parents themselves juggled teaching while overseeing their children’s remote learning. Teachers mailed homework packets and arranged device drop-offs. ...

As the year anniversary of shutdowns approaches, the debate over whether and how schools should reopen continues to roil. Some studies show schools aren’t major sources of transmission, as long as the larger community’s rates aren’t high and precautions are taken....

Meanwhile, all sides of the complicated debate worry about the long-term impact on students and how teachers will make up for learning loss. Ideas abound for how to address these two disrupted years, from an influx of federal money to longer school days to widespread tutoring programs.

While some districts are still struggling with whether and how to reopen this spring, others have their sights set on the fall, particularly with teachers across the country getting vaccinated. For some schools, there will be a super-charged summer school. For others, an early back-to-school date. And some administrators already feel certain some form of hybrid or virtual learning is here to stay.

A year into the pandemic, coronavirus is still here, and most schools are very far from normal. Parents, teachers, and students are struggling with the disruptions to learning. There is fear and, for many, there is grief. Intense disagreements about reopening persist, and divisions have been unearthed that won’t disappear with vaccinations. But many people are now pulling in the same direction and united in a common goal: how to give students the support they need and how to make school better.”

**Listserv Participants:** As you look back on the past year, what insights about schools and student support can you share? [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

*So now that school is reopened, why are you so unhappy?*



*Everybody is still telling me to keep my distance!*

## >Special Announcements

While the hosts and panelists on the webinar listed below are California based, we think the topic is one that is of widespread concern and that the discussion will be useful to all who have a stake in how the American Rescue plan school-related funds are used.

### **From Physical Plant to Mental Health: What's the Best Use for American Rescue Plan Education Funds?**

Join CA State Superintendent of Public Instruction Tony Thurmond and USC Rossier Dean Pedro A. Noguera for an interactive dialogue with superintendents and education researchers.

Thursday, April 22 at 3:50 p.m. Register now! <https://rsoe.in/ARPwebinar>

How should districts use the funds coming to the states as part of the federal American Rescue Plan? How should they prepare to re-engage students and staff, some of whom may be hesitant about coming back to school? How should they approach testing and learning loss? As students return to campus and the unprecedented opportunity to re-think our priorities arrives, this webinar will discuss whether practicality should be a guide, or innovation -- investing in new, more effective, engaging and equitable ways of teaching and learning.

Hosts:

- Tony Thurmond, California State Superintendent of Public Instruction
- Pedro A. Noguera, Dean, USC Rossier School of Education

Panelists:

- Howard Adelman, Professor of Psychology and Co-Director, School Mental Health Project, UCLA
- Darin Brawley, Superintendent, Compton Unified School District
- Roxane Fuentes, Superintendent, Berryessa Union School District
- Sandra Lyon, Superintendent, Palm Springs Unified School District
- Julie A. Marsh, Professor of Education Policy and Faculty Director, Policy Analysis for California Education, USC Rossier School of Education
- Morgan Polikoff, Associate Professor of Education, USC Rossier School of Education

This webinar is part of the USC Rossier initiative, A New Vision for Schools.

### ***How can we design learning settings so that all students thrive?***

That's the question that Pamela Cantor, M.D., Linda Darling-Hammond, Merita Irby, and Karen Pittman seek to answer with the Design Principles project announced in a new SoLD Alliance blog post\*. They have worked with over 100 leaders across the fields of education and youth development to develop two companion playbooks, one for K-12 educators and one for community-based practitioners, that provide the guiding scientific principles, structures, and practices that will serve as the foundation for a new 21st-century education system.

\*<https://www.soldalliance.org/post/how-can-we-design-learning-settings-so-that-all-students-thrive>

## >Links to a few other relevant shared resources

*How Remote Work Changed Our Lives — and Our Health*

<https://www.discovermagazine.com/health/how-remote-work-changed-our-lives-and-our-health>

*A New Vision of Public Schools*

[http://aasacentral.org/wp-content/uploads/2021/04/CommissionReportFINAL\\_040821.pdf](http://aasacentral.org/wp-content/uploads/2021/04/CommissionReportFINAL_040821.pdf)

*COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs*

<https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>

*Report: Prepare now for predicted kindergarten 'bubble'*

<https://www.k12dive.com/news/prepare-now-for-predicted-influx-of-kindergarteners/598224/>

*Encouraging Optimism – Help kids navigate the last uncertain phase of the pandemic*

<https://childmind.org/article/encouraging-optimism/>

*Promoting Children's Mental, Emotional, and Behavioral (MEB) Health in All Public Systems, Post-COVID-19*

<https://europepmc.org/article/MED/33751270>

*Supporting Adolescent English Learners in Distance Learning: What Can School and District Leaders Do?*

[https://www.elrdcenter.wested.org/resources-what-can-leaders-do?mkt\\_tok=NjgyLURCVS04MDkAAAF8cHYMnFzerE6IYSXoqyv0v-3\\_xa-nXVhIjml2yrtR4\\_bbGQxDvbhyS3O3vr4MOyqMljkQzKH-87PpaRYIgw2gYuYArqSYdqwjmhxX5i6&utm\\_campaign=2021-04-issue-1&utm\\_medium=email&utm\\_source=e-bulletin](https://www.elrdcenter.wested.org/resources-what-can-leaders-do?mkt_tok=NjgyLURCVS04MDkAAAF8cHYMnFzerE6IYSXoqyv0v-3_xa-nXVhIjml2yrtR4_bbGQxDvbhyS3O3vr4MOyqMljkQzKH-87PpaRYIgw2gYuYArqSYdqwjmhxX5i6&utm_campaign=2021-04-issue-1&utm_medium=email&utm_source=e-bulletin)

*Supporting Adolescent English Learners in Distance Learning: What Can Teachers Do?*

[https://www.elrdcenter.wested.org/resources-what-can-teachers-do?mkt\\_tok=NjgyLURCVS04MDkAAAF8cHYMnJvGshkrUU8IW\\_S1XXEmZ9hnGoTLt3ryalJnNFr5177adfmcRNYIpPhobHtqYXJVdHft2p3OLKQ8TORB3ZHbYeILC\\_WYduaUy5jr&utm\\_campaign=2021-04-issue-1&utm\\_medium=email&utm\\_source=e-bulletin](https://www.elrdcenter.wested.org/resources-what-can-teachers-do?mkt_tok=NjgyLURCVS04MDkAAAF8cHYMnJvGshkrUU8IW_S1XXEmZ9hnGoTLt3ryalJnNFr5177adfmcRNYIpPhobHtqYXJVdHft2p3OLKQ8TORB3ZHbYeILC_WYduaUy5jr&utm_campaign=2021-04-issue-1&utm_medium=email&utm_source=e-bulletin)

*What Great Principals Really Do*

<http://www.ascd.org/publications/educational-leadership/apr21/vol78/num07/What-Great-Principals-Really-Do.aspx>

*About Childhood Trauma and What Schools Can Do*

<http://smhp.psych.ucla.edu/pdfdocs/traumaresource.pdf>

*Students with Autism Spectrum Disorder: Transitioning to College*

<http://smhp.psych.ucla.edu/pdfdocs/ASDtransition.pdf>

*Potential Beneficial Effects of Summer Programs for Children from Low Income Families*

<http://smhp.psych.ucla.edu/pdfdocs/summer.pdf>

## A Few Upcoming Webinars

4/26 Compliance Is Not Enough: Empowering Youth to Grow Out of Offending

4/26 How Districts Are Centering Relationships and Systemic SEL for Back to School 21-22

4/27 Equity in Social and Emotional Learning

4/28 What Principals Need To Know About Implicit Racial Bias

5/3 Cultivating Belonging in the Era of COVID-19

5/4 Lessons Gained: Post-Pandemic Possibilities

5/5 Wellness Program Implementation Series (Part 5): Components of a Wellness Program: Peer Support

5/12 How to Achieve Educational Equity

5/12 Equity, Recovery, & Resilience

5/13 Understanding Doubled up

5/13 The Role of Preventionists in Accelerating Health Equity and Communities of Well-being

5/14 Student led professional development

5/18 Pursuing Equitable Outcomes: Exploring the Intersection of Race and Disability in K-12 Education

5/19 Post-Pandemic Possibilities

5/25 Paving the Way to College for Students Experiencing Homelessness

5/26 Engaged: Using Summer to Connect with Students and Families

*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>

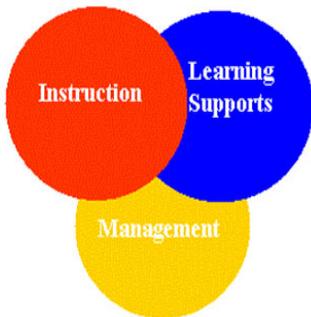
Webinar recording: Unpacking the Impacts of Structural Racism on Youth

<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>

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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/>)**