

School Practitioner Community of Practice
(A network for sharing & exchange)
(4/22/20)

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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:

>Outreach to “missing” students

We received this request from a state department of education colleague

One of the issues we are talking about now is how to reach children who have fallen off the grid – that I am calling “missing children.” Those who are not engaging at all in the distance learning opportunities, not picking up free meals, not responding to continued outreach? Do you have any resources you could share on that issue?

Network Responses (to date:) We shared this concern with a number of colleagues across the country. Here is a sample of what they shared:

(1) “This one is hard for sure. I worry about kids who have not yet connected too. I am not sure what they might mean by ‘continued outreach.’ Does that include phone calls? ...

Some ideas: 1) Make sure there is more than one way to make contact. 2) Divide the list among people in the school and have them try to connect via email, phone, regular mail (if possible given return address and if folks feel comfortable with mail), etc. 3) Maybe changing the definition of engaging? Include all types of responses such as a survey response, contact with a teacher, parent contact, etc. as contact.

Outside the box ideas: 1) Maybe visits (if they can go out) in which you leave a letter and a treat of some kind. 2) Partner with a grocery store or a WalMart to get gift certificates. Use them as incentive. For example, ‘I am reaching out to families because I have some gift cards for groceries for students at our school. If you are interested, please respond.’ 3) Contact apartment complexes and ask if a note from the school stating to please contact us can be posted at the mail center or washeteria...do the same with local corner stores, drug stores, etc. 4) Local media – ask them to help spread the word 5) Possibly a local celebrity doing a spot and students are able to call in if they are from the specific school.”

(2) “ We are talking with a group of high schools on the front line of this question and I will share what we learn. In a broader sense, this is going to be somewhat similar to how public

health folks do contact tracing. Schools will need to figure out who among adults has a relationship with these students, who might know who other people are, who are likely in contact with them. The school folks with this relationship could be a teacher, or a coach, non-profit partner, or other school staff in the building. Alternatively the connection might be through another students for example someone engaged in a common student activity. In a good number of cases, when students can not be reached at home its not because they don't want to be reached but because they use short term cell phone contracts-and their numbers change. Or where they live is fluid. Finally, there is challenge for which there is not great answer yet, in that where some of these students could be found is through social media channels that schools are not allowed to use for student contact, due to student safety and privacy concerns. The question is are their supervised ways to use these channels to establish communication.”

- (3) “Before getting into school nursing, I did home care. I loved it and feel that there was a natural transition from one setting to the other. In that respect, I am very comfortable going directly to a child’s home. If there is no answer to a knock, which happens for several reasons - they are not home, they moved, they don’t want to answer the door - a note may be left asking them to contact you. Offer the free meals in the note if you think that may help prompt a response. Make contact with everyone on the child’s contact list. Family have a tendency to tell all when someone from school is concerned about attendance or the child’s education and well-being. While in the neighborhood, see if any neighbors know where the family may be located. Leave messages with the neighbors letting them know you are looking.

Or, if going to the neighborhood is not an option, call neighbors with fellow students from the same school. On a few occasions I had to resort to this when a child was seriously hurt or injured and I couldn’t locate any adults. That would be my last resort.

Unfortunately, times like this can be very frustrating when families just seem to disappear and leave no forwarding information. ...”

- (4) “I was just talking to my friend [about] how do you contact those kids and families while keeping your essential staff safe? We talked about not assuming all households have internet so we need to be trying to reach them directly by phone as well, as the most obvious first step. But then under normal circumstances she would be sending a re-engagement specialist (i.e. truancy or attendance officer) to do a welfare check at the home. I think this is still a viable option and could be done while practicing social distancing and personal safety measures, such as gloves and masks, sending people in a team of two, etc. If contact is made at the home then the attendance officer should have a paper copy of a resources in the community and in the district that families and caretakers can reach out to directly if needed. We also need to remember that any resources we share (online or in hard copy) should include a phone number wherever possible in addition to a website, for our families that are struggling with reliable internet right now (which includes a lot of our rural communities who lack the basic infrastructure for reliable and consistent broadband even).

If the district/charter does not have attendance officers or similar positions they may want to consider sending SISP, with all of the same safety precautions in place that I mentioned above of course, as a last resort. I know that many of our districts and charters here in Nevada are using their counselors and social workers to try to track everyone down to make sure they are ok. They are also utilizing telehealth approaches when available and appropriate.

So I’d advise trying phone calls first, then considering safety when thinking about welfare check type home-visits. If the family is known to have any issues with abuse or neglect they could also consider partnering with child protective services, juvenile probation, or local law enforcement, etc., depending on the resources they have available in their community. I would assume that each LEA would want to put some sort of informal policy/protocol in place just to identify when each effort has not been adequate so that they go up in terms of intensity and individualization of effort and supports....”

- (5) “I reached out to several sources for suggestions and ideas and am very discouraged and disappointed at what I’ve learned so far. (Some agencies aren’t even answering their phones

period. No automated message – no voicemail – nothing on their websites.)

In the best of cases in our state (which includes only 6 out of 327 public districts), attendance and participation is “required”. The remaining districts are “voluntary” – meaning they will offer virtual learning but aren’t responsible for student learning. With the 6 districts requiring students to attend virtual offerings, the Iowa department of education (little d, little e) has made it known that they will be flexible with their requirements of districts. I don’t know who these 6 districts are, but would guess they have ideas on how to respond to your colleague’s question. I’ll continue to try to find out more.

I learned that one district followed South Carolina’s example by conducting a survey to find out who needed technology. They delivered notebooks and hotspots via school buses and have offered paper packets (2 weeks assignments at a time) to those that did not/could not use the technology or who needed additional types of supports related to an IEP. But that doesn’t really address the question posed here.

A few smaller districts have engaged all staff (including social workers, secretaries, counselors, school liaison officers, etc.) to maintain one-on-one contact with assigned students. Each person is assigned a portion of the student body and maintains weekly personal contact with their ‘mentees’ to see how they’re doing. This is not necessarily related to academics but does help to see if a student has been involved and maintains a connection to the school. I’ve not yet been able to find out what staff do when their students are in need of other types of supports.”

Listserve Participants: *What are local schools/districts, and state plans for outreach to “missing students”? Please let us know so we can all learn together what are most effective strategies. Send to Ltaylor@ucla.edu*

For discussion and interchange:

>Follow-up to discussion of when schools re-open

If you missed it, our quarterly ejournal discusses some of what planners need to consider when schools re-open; see <http://smhp.psych.ucla.edu/news.htm>

(1) As a follow up, here’s an excerpt from a New York Daily News article:

*Closing schools for coronavirus was hard; Reopening them will be harder**

<https://www.nydailynews.com/opinion/ny-oped-reopening-schools-will-be-harder-20200414-mh2rsowupbfqzjapbfwinybtti-story.html>

“As the COVID-19 crisis continues, [many] states have decided to keep schools closed for the rest of the academic year. The news means teachers, principals and school support staff will redouble their heroic efforts to offer stability during this crisis by providing meals, home learning resources, and online instruction.

But it also means an even tougher task awaits schools across the country when they reopen this fall — one that will require much more than resuming business as usual. As difficult as it is to think beyond the immediate crisis, school systems need to start planning for the new school year right now.

Months of missed classes and the toll of the pandemic will exacerbate inequities schools already face. It’s difficult enough for teachers to adapt their instruction for students who are far ahead or behind the rest of the class. They’ll now see an even wider range of academic levels in their classrooms, because individual students had vastly different learning opportunities while schools were closed. Overall, students will be much farther behind grade level than usual.

Schools always expect to support some students who experience trauma. But they’ve never faced a situation where nearly all students will be coping with trauma from extended social isolation, the loss of loved ones, or increased poverty and economic instability. Asian-American students will be at greater risk of bullying on top of it all. And teachers’ personal and professional lives will be upended.

As has always been the case in our education system, the most vulnerable students — students of color, from low-income families, who are learning English, or with disabilities — will suffer the most. They’re less likely to receive high-quality distance learning, more likely to experience trauma, and more likely to attend schools that struggle to recruit and keep effective teachers.

None of these challenges will be easy to overcome. Some are unprecedented. They're happening just as a recession will begin, devastating the state budget before federal funding can help close the gap. But here's the good news: school systems still have enough time to find solutions if they start right now.

First, they need a strategy for recruiting and hiring using virtual tools to avoid a disastrous shortage of teachers when students can least afford one. My organization has been training educators for more than two decades, and we've found that online recruitment campaigns, applications, and interviews can create a strong pool of talented, diverse teachers, school leaders, and other staff. But hiring as early in the year as possible is crucial — which means schools don't have time to wait and see whether in-person recruiting will be practical a few months from now.

Second, systems need to decide how they'll replace lost learning time. Most students will need to fit far more than a year of learning into a single school year just to keep up, which means teachers need quick information on the size of those learning gaps. ... School days and years will likely need to be extended to allow time for review and re-teaching of last year's material. And teachers will need additional training and support to do all this effectively.

Finally, systems need to prepare to support students who have been affected most by this calamity. Teachers, whose own lives have been upended, will need additional training and collaboration time to ensure they can reach students who've suffered trauma. Schools will need to make time specifically for social and emotional learning, giving teachers a strong curriculum and support to deliver it effectively. School systems will also need to reallocate resources to fund more social workers and other mental health supports for children and families, so students have the best possible chance to learn as they recover from these difficult months.

This would be a daunting list of priorities for most systems to tackle in five years, much less five months. As is so often the case, our society will ask schools to shoulder an outsized burden.

But with the right planning — right now — systems can ensure that they're ready to welcome students back in the fall, ... when they'll need a positive experience in school more than ever.

*by Dan Weisberg, CEO of TNTP, a national education nonprofit that helps school systems recruit and train teachers. He was previously chief executive of labor policy at the NYC Dept. of Education.

(2) Another idea that is being floated is seen in this excerpt from a news article:

Maryland state senator pitches year-round school schedule

<https://www.educationdive.com/news/maryland-state-senator-pitches-year-round-school-schedule/575880/>

"Maryland state Sen. Paul Pinsky pitched a plan for a year-round school schedule to State Superintendent Karen Salmon and other leaders about starting year-round school "beginning, possibly, this summer or next." Pinsky is advocating for four quarters, each lasting nine to 10 weeks, and four seasonal breaks and vacations between each quarter.

After experiencing the impact of early school closures due to the coronavirus pandemic, some states and districts may consider year-round learning as a way to prevent learning loss over the summer. Nearly 90% of parents polled in New York and California fear their children will fall behind academically due to the shutdown. That fear is backed by a prediction from the NWEA, a nonprofit assessment provider, that expects students may fall up to a year behind in math by the fall.

Year-round education gives students consistent structure, which is particularly helpful for students in unstable households. It can also prevent achievement gaps and continues social-emotional learning. However, summer vacations give teachers and students a break from the stresses of school, and year-long school schedules are more expensive than traditional ones.

Other school schedules are being scrutinized, as well. While students and teachers adjust to distance learning, administrators can look at what has and hasn't worked in their existing schedules. Some districts are rethinking the length and arrangement of periods, as well as start times. Most secondary schools still start between 7:30 and 8:30, for example, despite data suggesting teens benefit from later start times.

Listserv Participants: *What's your thinking about this matter?*

Perhaps in discussions this week with others who want to help reduce students' learning, behavior, and emotional problems, you might explore ways for student/learning support staff, community agencies, and others to work together in a unified way. Please send us the ideas generated and any existing examples. **Send to Ltaylor@ucla.edu**

>Links to a few other relevant shared resource

The 2019/2020 Prevention Resource Guide

<https://www.childwelfare.gov/topics/preventing/preventionmonth/resources/resource-guide/>

Coronavirus (COVID-19) Information and resources regarding coronavirus (COVID-19) and California's response. <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>

New Resilience Resources from The American Professional Society on the Abuse of Children –
The American Professional Society on the Abuse of Children (APSAC) has four new resilience resources for children and families during COVID-19. The resources below are part of an ongoing series that can be found on the APSAC COVID-19 Resources page. <https://www.apsac.org/covid-19>

Roadmap to Resilience (free resource during crisis) <https://roadmaptoresilience.wordpress.com/>

Online teaching: 5 keys for effectiveness

https://www.smartbrief.com/original/2020/04/online-teaching-5-keys-effectiveness?utm_source=brief

Home Learning Opportunities: Ideas for Virtual, Project-Based, and Family Learning

<https://corwin-connect.com/2020/04/home-learning-opportunities-ideas-for-virtual-project-based-and-family-learning/>

Links to Information on COVID-19 & Vulnerable Populations

<https://www.nihcm.org/categories/vulnerable-populations-resource-list>

Support for Kids With ADHD During the Coronavirus Crisis

https://childmind.org/article/giving-kids-with-adhd-support-and-structure-during-the-coronavirus-crisis/?utm_source=newsletter&utm_medium=email&utm_content=%20Parents%20Guide%20to%20Problem%20Behavior&utm_campaign=Weekly-04-08-20

Effective School Solutions' COVID-19 Resource Center

Tools and strategies to support the mental health of all students during this uncertain time
<https://www.effectiveschoolsolutions.com/covid19>

How to School Psych During a Global Pandemic: Supporting Students Through Teleconsultation with Caregivers and Educators. Webinar May 8

<https://register.gotowebinar.com/register/3181971663839812621>

A New Reality: Getting Remote Learning Right

http://www.ascd.org/publications/educational-leadership/summer20/vol77/num10/toc.aspx?utm_source=marketing&utm_medium=email&utm_term=Distance&utm_content=Coronavirus&utm_campaign=EL-SpecialIssueApril2020-041520

Accommodations, Modifications, and Intervention at a Distance

http://www.ascd.org/publications/educational-leadership/summer20/vol77/num10/Accommodations,-Modifications,-and-Intervention-at-a-Distance.aspx?utm_source=marketing&utm_medium=email&utm_term=Distance&utm_content=Coronavirus&utm_campaign=EL-SpecialIssueApril2020-041520

Virtual Crisis Response Guidance for Schools and Districts

This document has been prepared by the KY Dept. of Education to help schools and districts respond to the loss of a student, faculty member or community member during COVID 19
https://education.ky.gov/curriculum/Documents/KDE_Virtual_Crisis_Response_Guidance.pdf

COVID-19 Resources for Comprehensive School Counseling (from KY Dept. of Education)

<https://education.ky.gov/curriculum/Pages/Comprehensive-School-Counseling.aspx>

Fact Sheet on Telehealth and Medicaid during COVID-19

<https://healthlaw.org/resource/fact-sheet-on-telehealth-and-medicaid-during-covid-19/>

Website supporting remote special education

<https://edsources.org/2020/new-website-offers-tips-for-teachers-about-virtual-special-education/628741>

The Coronavirus Will Explode Achievement Gaps in Education

<https://shelterforce.org/2020/04/13/the-coronavirus-will-explode-achievement-gaps-in-education/>

How will coronavirus change our kids?

<https://hechingerreport.org/a-drastic-experiment-in-progress-how-will-coronavirus-change-our-kids/>

For links to activities to pursue while schools are closed, see
<http://smhp.psych.ucla.edu/pdfdocs/homeactivity.pdf>
and previous special editions of the Community of Practice.

Activity for today

Connecting with friends

Have youngsters write to their teachers asking about and sharing how and what they are doing while at home.

If you missed the Center's quarterly ejournal, the contents are:

- > *Plan Ahead to Support the Transition-back of Students, Families, and Staff*
- > *Re-opening Schools with a Sense of Exciting Renewal: Generating Hope*
- > *Re-engaging the Disconnected in Instructional Activity*
- > *Addressing Grief and Loss*

<http://smhp.psych.ucla.edu/news.htm>

Note:

An *Emergency Education Block Grants for Governors* is designed to encourage them to focus the funding on continuing education for students of all ages.

This is viewed as an opportunity to rethink and transform education now and for the future.

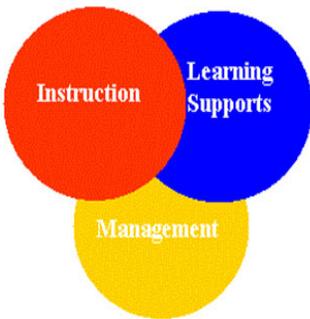
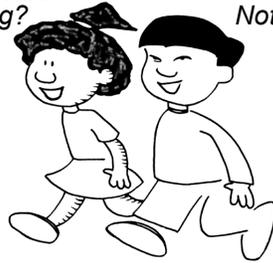
Nearly \$3 billion will quickly be made available to governors to ensure education continues for students of all ages impacted by the coronavirus national emergency. The Governor's Emergency Education Relief (GEER) Fund, authorized by the Coronavirus Aid, Relief, and Economic Security (CARES) Act, is an extraordinarily flexible "emergency block grant" designed to enable governors to decide how best to meet the needs of students, schools (including charter schools and non-public schools), postsecondary institutions, and other education-related organizations.

In an effort to get these emergency funds to states as quickly as possible, the Department has streamlined the application process and reduced the red tape and delays typically associated with the award of federal grant funds; all that is required is the completion of a brief application, which can be digitally signed and submitted in PDF to the email address GEERF@ed.gov.

The application, including instructions to apply, is available on the Department's website at <https://oese.ed.gov/offices/education-stabilization-fund/governors-emergency-education-relief-fund/>. Once states have submitted the signed PDF, the Department expects to obligate the funds within three business days.

Are you looking forward to school re-opening?

Not as much as my mother is!



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

DEAR READER:

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.

For those who are employed by state and local education agencies and schools, we know you are busy. It would be great to share what actions you are taking to address immediate concerns and how you are anticipating the problems that will arise when schools reopen.

*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.*

**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/>)**