

School Practitioner Community of Practice
(A network for sharing & exchange)
(5/26/21)

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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:

>Now what for students who didn't participate in online learning?

There is growing concern that the “missing” students are at high risk of becoming school dropouts (see excerpt below from *Some kids never logged on to remote school. Now what?**) As districts and schools make critical decisions about how to best invest the relief money that the federal government is providing, this is certainly on the minds of planners. We know that a portion will be spent on immediate needs (e.g., adding a few more student and learning support staff). However, reengaging these students is not a problem that will be addressed quickly, and the matter is part of long-standing school concerns about disconnected students). We also know that when the relief funds stop, added staff are unlikely to be retained. So, it is critical to use a significant portion of the temporary funding to initiate bold and innovative ways to transform student and learning supports in ways that better address a broad range of barriers to learning and teaching and enhance equity of opportunity.

For more on this, see:

- >Here We Go Again: In the Rush to Spend Federal Stimulus Funds Schools are Attending to Immediate Individual Needs Without Addressing the Opportunity to Make Necessary Systemic Improvements <http://smhp.psych.ucla.edu/pdfdocs/3-24-21.pdf>
- >About How Temporary Relief Funds for Schools are Used <http://smhp.psych.ucla.edu/pdfdocs/4-23-21.pdf>
- >Mental health Concerns are Becoming a School Priority: But How Best to Address the Priority Remains Controversial <http://smhp.psych.ucla.edu/pdfdocs/4-15-21.pdf>

*From: *Some kids never logged on to remote school. Now what?*
<https://www.politico.com/news/2021/04/29/remote-school-technology-479353>

Connecticut was the first state in the nation to provide every student in need with a remote learning device. It wasn't enough.

Kristen Record, a science teacher at Bunnell High School in Stratford, Conn., looks forward to the day she can use regular lab equipment again. Teaching AP Physics through a computer is hard, even for Connecticut's 2011 Teacher of the Year.

Record's taught pupils over Zoom for most of this school year, but some students never appeared on her screen. Even after students had the choice to remain remote or return to the classroom, she estimates about 10 percent didn't show. Emails to their homes went unanswered, or listed family phone numbers were no longer in service.

"I have missing kids," Record said. "Kids that are on my roster who I haven't seen in weeks, and are not going to pass my class. I wish I could go to their home and sit and talk them through whatever is going on. I wish a team of us could be doing that."

Thousands of Connecticut's students did not log onto remote classes, even after the state allotted tens of millions of federal aid dollars for its ambitious remote learning program. Many families didn't take advantage of subsidized internet.

Researchers estimate as many as 17 million school-age children couldn't afford or access a device or home internet connection during the pandemic. The problem most severely affected Southern and more rural states, and disproportionately minority and lower-income students.

A 40-page report from the Connecticut education technology commission, released in February after the state asked schools to identify barriers to getting families online, set out some of the reasons why. Some families didn't want to share their personal information with cable carriers, ran into language barriers, or feared they'd be on the hook for hidden costs or commitments. Carriers sometimes improperly delayed access for families who had past-due balances on their bills. Many families didn't get connected because of housing instability. Others struggled with the limited capacity of a single cable connection.

Connecticut Democratic Gov. Ned Lamont's administration is channeling nearly \$11 million in stimulus funding into door-to-door outreach in 15 school districts. The effort's intended to prod students who struggled with absenteeism and disengagement back to classes, help them enroll in summer learning and prepare for the 2021-22 academic term. The state also hopes the home visit program will help officials connect families with behavioral or mental health services and learn about their access to child care and technology.

"We just lack the social services resources that are necessary to truly engage with those families and those kids that are disengaged from the school community," Record said. "The school counselors, the social workers, and the school psychologists in my school district are putting in tremendous amounts of work and tremendous hours, but there's not enough of them. That's where I see where the plan sort of fell down."

Something as simple as more face-to-face contact might help set out the new normal for schooling, in a world where some educators and technology experts aspire to transform old-school classrooms into rich environments for students — whether they're in the building or not. If Record had a magic wand, she'd start with hiring humans.

"That's what I think is missing from the current model of what's going on, and what happened in the past," she said. "We need more people to engage more often with families, and we simply don't have the capacity to do that right now."

Is this topic being discussed in your locale?

Please let us know so we can share the info widely. Send to ltaylor@ucla.edu



School Districts are Helping Increase Access to COVID-19 Vaccinations

As schools reopen across the country, many are playing a role in promoting a return to in person learning by providing access to covid-19 vaccinations to the community.

From: *Albany County targets high schools as vaccination efforts hit 'brick wall'*
<https://www.timesunion.com/news/article/Albany-County-targets-high-schools-as-vaccination-16147327.php>

“Albany County health officials are enlisting local school districts in the campaign to get more COVID-19 vaccines in arms and reach a target of 70 percent of residents immunized by fall.

The county has established vaccine clinics at schools in urban and rural communities that have the lowest vaccination rates, focusing on getting staff and students inoculated against coronavirus.

...

"By the end of April, we were coming up on 70 percent, but we just hit that brick wall. We can get to 70 percent and that means kids can lose the masks and kids can start being kids again." said County Executive Dan McCoy.

McCoy was joined by Albany City Schools Superintendent Kaweeda Adams and Ravena-Coeymans-Selkirk Central School District Superintendent Brian Bailey to talk about vaccination progress and students returning to the classroom.

The district recently brought more than 2,000 middle and high school students back into the classroom several days per week. Approximately 40 percent of Albany district students have elected to learn remotely for the remainder of the year.

But many school families live in far-flung parts of the county and have trouble getting to vaccine clinics, according to Bailey. The solution, Bailey said, lies in "a combination of media and a combination of a push from our district... if we want our kids back and we want to rid ourselves of these masks, this is the best way to accomplish it."

Listserv participants: With respect to both physical and mental health concerns, how do your schools work with local health and MH departments? Let us know; send to Ltaylor@ucla.edu

>NEW REPORT FROM CENTER AT UCLA

Implementation Science and Complex School Changes
<http://smhp.psych.ucla.edu/pdfdocs/implemreport.pdf>

As schools reopen after the COVID 19 disruption, system change is the order of the day. A particular concern is for addressing the needs of an increased number of students manifesting behavior, learning, and emotional problems. Appropriate and effective handling of these students will require a major transformation in how student and learning supports are provided. Attaining more than cosmetic changes will require understanding how major systemic changes are accomplished and how to deal with the inevitable challenges that arise.

In this report, we outline what we have learned and formulated conceptually and in practice about pursuing multifaceted and complex changes in school systems. We offer specific examples from our work to illustrate lessons learned in making substantive and sustainable changes in organizations such as a school system.

>Links to a few other relevant shared resources

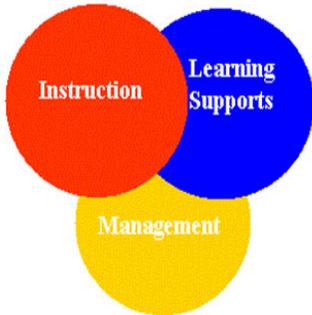
- Addressing the Dropout Prevention Challenge in the Age of the Corona Virus Pandemic: Effective Strategies to Keep Young People Engaged In Schooling and Learning
https://nyctecenter.org/images/Challenge_in_the_Age_of_the_Corona_Virus_Pandemic_Effective_Strategies_to_Keep_Young_People_Engaged_in_Schooling_and_Learning.pdf
- Chronic Absenteeism Is a Huge School Problem. Can Data Help?
https://www.governing.com/now/chronic-absenteeism-is-a-huge-school-problem-can-data-help?utm_source=EC+Subscribers&utm_campaign=ec6de26f6b-ED_CLIPS_05_21_2021&utm_medium=email&utm_term=0_1a2b00b930-ec6de26f6b-53599575
- Persistence to Graduation <https://education.ky.gov/school/Pages/Persistence-to-Graduation.aspx>
- Guidance for the Prevention of COVID-19 Transmission for Commencement/Graduation Ceremonies
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/COVID19-Graduation-Guidance.aspx>
- Tools 2 Thrive
https://mhanational.org/mental-health-month?eType=EmailBlastContent&eId=d84a3fe6-a796-4a6d-bec3-3f8d82e28052&sl_gr=grp_mymentalhealth
- Building Student Resilience Toolkit <https://safesupportivelearning.ed.gov/resilience-face-adversity>
- Learning About Sexual Orientation, Gender Identity & Expression (SOGIE) – video
https://mhanational.org/mental-health-month?eType=EmailBlastContent&eId=d84a3fe6-a796-4a6d-bec3-3f8d82e28052&sl_gr=grp_mymentalhealth
- Transforming the Youth Justice System: Promoting Equity, Community, and Well-Being for Youth of Color. <https://georgetown.app.box.com/s/uf21fqwm0uq2ejtlqkjc1qqyn2xmtzlh>
- Child and Adolescent Mental and Behavioral Health Principles
<https://downloads.aap.org/DOFA/CAMH%20Principles%202021%20Final%2005-04-21.pdf>
- 12 Tips for Raising Confident Kids <https://childmind.org/article/12-tips-raising-confident-kids/>

A Few Upcoming Webinars

For Links to following and for more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts – <http://smhp.psych.ucla.edu/webcast.htm>

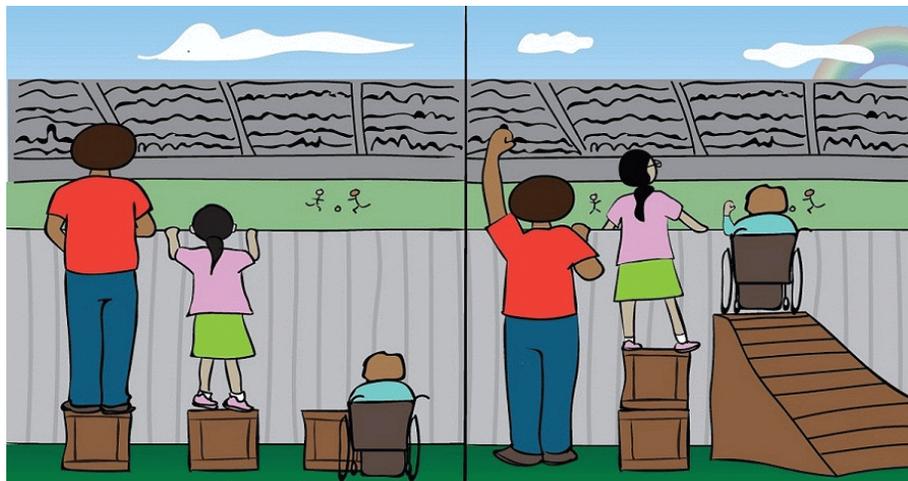
- 5/26 Engaged: Using Summer to Connect with Students and Families
- 5/26 Rebound: Rebuilding Agency, Accelerating Learning Recovery, Rethinking Schools
- 5/26 Leveraging Science to Inform Policies that Strengthen Learning and Health in a Post-COVID-19 World
- 5/27 School as Client: Mental Health Services for Diverse Population in the School Culture
- 6/2 State Policy Initiatives for Supporting Academic Growth
- 6/7 Family Inclusion Webinar: The Family Experience
- 6/10 McKinney-Vento 101: Basic Requirements of the McKinney-Vento Act
- 6/16 Diversity and Difference
- 6/16 What will we keep, transform and let go in the next school year?
- 6/22 Supporting the Education of Unaccompanied Students Experiencing Homelessness
- >Webinar recording: *Unpacking the Impacts of Structural Racism on Youth*
<https://preventioninstitute.us17.list-manage.com/track/click?u=5f4bf5a36bd9f72789255d49a&id=17f472fea9&e=b6757fd9d7>
- >30 minute Introductory webinar: *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System*
<http://smhp.psych.ucla.edu/powerpoint/briefintrosldesrec.pptx>
Accompanying Pdf handouts at <http://smhp.psych.ucla.edu/pdfdocs/intropchandouts.pdf>

Education is not the filling of a pail, but the lighting of a fire. W.B. Yeats



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.



Equality

Equity

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

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/>)