School Practitioner Community of Practice
(A network for sharing & exchange)
(6/10/20)

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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

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
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 innovative summer enrichment programs*

Report from the Center on Reinventing Public Education at the University of Washington:

> *Districts Are Missing an Opportunity to Innovate as Most Take Traditional Approaches to Summer School*
> https://www.crpe.org/thelens/districts-are-missing-opportunity-innovate-most-take-traditional-approaches-summer-school

> School districts' plans for summer programs -- particularly in light of efforts to curb learning loss during school closures -- may be lacking, according to the report. Data shows fewer than half of the 100 districts in its database are offering summer learning for elementary- and middle-school students, and many districts have not announced summer plans.

By now many districts will have made substative plans for the summer. Below is what has been reported about the Los Angeles Unified School District's summer plans. Let us know about others so we can share them on this community of practice.

Excerpt from the Los Angeles Unified School District https://achieve.lausd.net/summer2020
> ... Continue learning safely and remotely with Los Angeles Unified over the summer with many possibilities!
> ... These activities are done on your own schedule. No application needed. This will be self-serve and available on demand....
>> *My Voice, My Future*: Offers webinars for students and parents to ease the transition to middle school. Sessions will focus on using student voice in meaningful and productive ways that build leadership skills and self-confidence. Parents are encouraged to participate.
>> *Integrated Themed Units of Study:* Teachers will provide enrichment instruction aligned

to the interdisciplinary activities with key district partners. Topics include Sports Medicine with the Los Angeles Chargers, Environmental Science/STEAM with the Columbia Memorial Science Center, music with Fender, animation with Illumination, Voyage of the Titanic, and Coding & Gaming....

>The following enrichment classes will be offered: Healthy Habits at Home, Photography: Visual Storytelling, Space Science and What's "app-ening" in Computer Science. ...

Excerpt from news article: *L.A. school district plans star-studded summer learning for students*
https://www.lmtonline.com/news/article/L-A-school-district-plans-star-studded-summer-15297450.php

"...Even before summer school classes officially start June 24, the district and the social media company Snap Inc. are jointly launching a four-episode show on Snapchat called "The A-List Book Club" that will feature four celebrities talking about books they love.

The book club is aimed at high schools students and will be aired on Snapchat (which restricts users to those age 13 and older), and the LAUSD YouTube channel. While anybody can listen, LAUSD students will be able to get a digital copy of each book free of charge. Students can swipe up on their devices, put in their identification codes and receive the books, which are being funded by LA Students Most In Need, a charity created to support students and families during the pandemic.

The first program airs with musician Alicia Keys talking about "Brown Girl" by Jacqueline Woodson. ... Russell Westbrook, who plays with the Houston Rockets professional basketball team, will talk about Michelle Obama's "Becoming"...

-- James Cameron, director of "Titanic" and "Avatar," will lead a high school class through "Voyage of the Titanic" to learn about the biology and physics of the deep ocean, underwater exploration, artifact conservation, and other things.

-- Artists from Illumination - the film and animation studio behind "Despicable Me" and "The Minions" - will teach students how animated films are made and help them learn to draw and animate. They will also teach students (and anyone else who wants to tune in) how to draw a Minion, as you can see in the video below.

-- The Fender Musical Instruments Corp., long famous for its guitars, is going to give up to 1,500 middle students guitars or ukuleles, and students will take lessons online.

-- The NFL's Los Angeles Chargers will take part in a class on the science, nutrition and medicine of sports.

-- The Columbia Memorial Space Center will help students explore space while investigating astronomy and space technology...."

Listserv Participants:

Please share what is being planned locally for the summer. Send to **Ltaylor@ucla.edu**

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For discussion and interchange:

>Q&A about mental health support by schools in light of the two pandemics

We were asked and we responded:

I am a writer working on distance learning and students' mental health needs in schools. I wonder if you might be willing to answer some key points about a student/learning support framework?

Q: *What will be the biggest challenges to meeting students' mental and behavioral health needs if remote learning continues into next year?*

A: The pandemic is increasing the opportunity gap, and this will increase the achievement gap. School professionals and families will continue to do what they can until schools reopen. No one should doubt the many costs to these professional and their families, and no one should doubt that some students will not thrive under current conditions or that those students who have not done well in school previously will fall further behind. Given all this, it is evident that more

immediate attention is needed to providing student/learning supports for students who are not doing well with distance learning. And, looking ahead, now is the time to start planning for when schools reopen, with special attention to providing essential supports for those who are struggling. There is no way that business as usual will be sufficient when they come back. If education professionals fail to take time to plan innovatively in the coming months, the numbers of dropouts and the related personal and societal costs will exacerbate the health and economic consequences of the pandemic.

Q: *Are there systems in place to properly assess students? To provide services?*

A: We see a lot of concern expressed but not substantive planning for addressing learning, behavior, and emotional problems at schools. Here's what we have suggested:

As schools shutdown, the focus on providing student/learning supports requires immediate attention. Virtual/distance planning and implementation becomes the order of the day for a network-team of an administrator, student support staff, key teachers, school-based health center staff, and other concerned school and community stakeholders. Besides providing information and ideas, consideration should be given to how to maintain two-way communication and providing links for students/families who need supports. The special skills of school psychologists, counselors, nurses, special educators, etc. will be invaluable resources in the coming months. It also has been suggested that family resources centers establish online connections and that schools with school-based health centers should try to keep them open (with appropriate safeguards) or to use the telehealth approach to support students, families, and staff.

Q: *Your work notes an emphasis on integrating a deep understanding of motivation. What are the most important factors for enhancing student motivation? Are those factors in place in the current remote learning format? (If not, which key features are missing?)*

A: Many folks helping youngsters at home and online with their school lessons have experienced students who are not engaged, and some who are actively disengaged. Some of these young people are reacting to current events, but some are repeating behavior they manifested in school. Engaging students is a constant motivational concern; re-engaging disconnected students is a major motivational problem. We need to ensure that consistent attention is paid to students' intrinsic motivation (i.e., feelings of self-determination, feelings of competence, feelings of connectedness to significant others). This involves minimizing threats to such feelings and maximizing transactions that enhance such feelings. In also involves

> providing a wide range of potentially interesting options and including students in decision making
> guiding and supporting motivated learning and providing opportunities for continued application and generalization (e.g., ways in which students can pursue additional, self-directed learning or can arrange for additional academic and social supports and guidance)
> ensuring a range of enrichment opportunities
> providing continuous information on learning and performance in ways that highlight accomplishments and strengths
> implementing special assistance as needed

Q: *You stress that big picture planning must focus on how schools will address barriers to learning and teaching and re-engage disconnected students. What do you think are the most important first steps schools should be taking toward that goal?*

A: This is a 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, 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. Ensuring that the focus addressing barriers to learning and teaching and re-engaging disconnected students is a high priority of planning agenda.

Q: *Are you hopeful this crisis will be a game changer for forcing innovations in education?*

A: Schools must begin now to enhance plans for addressing the variety of initial transition concerns that will confront students, their families, and staff when schools re-open. Planners need to consider:

- How will everyone, staff, students, and families, be welcomed, oriented, and positively connected to the school?
- What outreach will be made to those students and families who were expected but did not return?
- How will staff minimize problems during daily transition times (e.g., before school, during breaks, lunch, after school)?
- How will the school provide supports for those not adjusting well?

What lies ahead will benefit from an approach to providing transition supports that is embedded in a unified, comprehensive, and equitable system of learning supports. Appropriately planned and implemented such a system can play a critical role in the emergence of a positive school climate. Our Center's research and development delineates such a system as encompassing classrooms and schoolwide interventions, coordination among families of schools, and collaboration with community resources. Given tight budgets, the framework stresses ways to redeploy existing school resources and weave whatever the community can add to fill gaps. There will certainly be significant changes! We are cautiously optimistic that the increasing number of learning, behavior, and emotional problems will open policy makers up to transforming how schools address student and staff well-being.

School re-openings provide the opportunity to start with a "clean slate" and an agenda for renewal. With all the discussion about school climate in mind, this is the time to revisit school improvement planning to see how well it encompasses an exhilarating agenda for renewal. Renewal begins with planning events to kick-off the re-opening. In such planning, it is critical to work against pressures to primarily cover the many bureaucratic things that "need to be understood" (e.g., procedures, regulations, requirements, rules). Such messages generate a perception of "more of the same;" this counters feelings of renewal and hope about a new beginning. Creating an optimistic mood and a sense of excitement requires welcoming and supportive participatory activities that highlight

- how much all the stakeholders are valued and the critical role they play
- an exciting agenda for renewal
- plans for making renewal a reality
- new opportunities for stakeholder participation and taking on leadership roles

Listserv Participants:

How would you answer these questions? Send to **Ltaylor@ucla.edu**

Note: Last week the Center sent out the following brief:

>*The Two Pandemics Call for Commitment to Embedding Mental Health Concerns in All Forms of Schooling* http://smhp.psych.ucla.edu/pdfdocs/calltoaction.pd

The brief stresses:

The two pandemics ensure there will be a growing number of mental health concerns at schools (along with more learning and behavior problems). Schools will need to address all

this at a time when budgets are tightening.

   To do so, they will need to expand their approach beyond current multi tiered)MTSS) thinking. This brief discusses moving forward and concludes:

> *We are at a societal turning point. It must be a turning point for how schools work with families and communities to address the problems and well-being of children and youth. In particular, schools must transform how they work to prevent and ameliorate the many problems experienced by too many students. There is much work to be done as public schools across the country strive to enhance equity of opportunity by meeting the needs of the many as well as the few.*

Setting up a grass roots mental health network
(Excerpted from the Los Angeles Times)

"Our precarious collective mental health

   ...All around us, people in our personal and professional lives are experiencing various types of emotional disturbance in response to covid 19...We are sad, frustrated and irritable because we are isolated. .. the painful emotions provoked by this collective trauma will recede...

   As a part of our response to covid 19 and to help the county pivot toward reopening and recovery, we are attempting to set up a network of grass roots mental health "ambassadors." Trained to function as a lay mental health workforce, they will reach out across public venues in their communities. ... The message of our outreach is simple: Wherever people convene they can connect, and through connection they can heal. ..."

   Dr. Jonathan Sherrin, Director of the Los Angeles County Department of Mental Health

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>Links to a few other relevant shared resource

Recognizing the role of afterschool and summer programs and systems in reopening and rebuilding
   http://www.afterschoolalliance.org/afterschoolsnack/Recognizing-the-role-of-afterschool-and-summer-programs-and_05-26-2020.cfm?utm_source=sendinblue&utm_campaign=Monthly_Snack_612020&utm_medium=email

Seven Steps for Districts Navigating to Remote Learning
   http://www.ascd.org/publications/educational-leadership/summer20/vol77/num10/Seven-Steps-for-Districts-Navigating-to-Remote-Learning.aspx

Sample Guidelines for Social Justice Education Contexts
   In Sensoy, O., & DiAngelo, A. (2014). Respect Differences? Challenging the Common Guidelines, *Social Justice Education. Democracy and Education, 22*(2), Article 1.
   https://democracyeducationjournal.org/home/vol22/iss2/1

31 Children's books to support conversations on race, racism and resistance
   https://www.embracerace.org/resources/26-childrens-books-to-support-conversations-on-race-racism-resistance

What Can Be Done to Address Learning Losses Due to School Closures?
   https://edpolicyinca.org/publications/what-can-be-done-address-learning-losses-due-school-closures?utm_source=PACE+All&utm_campaign=f45a19f1da-EMAIL_CAMPAIGN_2019_08_29_05_32_COPY_02&utm_medium=email&utm_term=0_9f1af6b121-f45a19f1da-&utm_source=PACE+All&utm_campaign=f45a19f1da-EMAIL_CAMPAIGN_2019_08_29_05_32_COPY_02&utm_medium=email&utm_term=0_9f1af6b121-f45a19f1da-522725185

Los Angeles County Department of Education: Rising to the challenge of covid 19
   A planning framework for the 20-21 school year
   https://www.lacoe.edu/Portals/0/LA%20CO%20Schools%202020-21%20Planning%20Framework.pdf?ver=2020-05-26-161915-740

Supporting children and youth experiencing homelessness during the covid 19 outbreak
https://www.usich.gov/tools-for-action/supporting-children-and-youth-experiencing-homelessness-during-the-covid-19-outbreak-questions-to-consider

Should All Teachers Loop With Their Same Students in the Fall?
https://www.weareteachers.com/benefits-looping/

In the Wake of the Coronavirus, We Must Design and Build the Schools We Need—Not Simply Reopen Schools As They Were
https://www.americanprogress.org/issues/education-k-12/news/2020/05/26/485446/wake-coronavirus-must-design-build-schools-need-not-simply-reopen-schools/

Coretta Scott King Book Award Winners: books for children and young adults
https://www.commonsensemedia.org/lists/coretta-scott-king-book-award-winners?utm_source=Anti-Racism+Resources+for+White+People+&utm_campaign=Anti-Racism+Resources+for+White+People&utm_medium=email

Your Kids Aren't Too Young to Talk About Race: Resource Roundup
https://www.prettygooddesign.org/blog/Blog%20Post%20Title%20One-5new4?utm_source=Anti-Racism+Resources+for+White+People+&utm_campaign=Anti-Racism+Resources+for+White+People&utm_medium=email

Racism and Violence: How to Help Kids Handle the News
https://childmind.org/article/racism-and-violence-how-to-help-kids-handle-the-news/?utm_source=newsletter&utm_medium=email&utm_content=%20Parents%20Guide%20to%20Problem%20Behavior&utm_campaign=Weekly-06-02-20

Supporting students means taking care of parents, too. Here's how schools can help
https://www.edsurge.com/news/2020-05-26-supporting-students-means-taking-care-of-parents-too-here-s-how-schools-can-help

The pandemic's toll: nearly 500,000 public education jobs disappeared across U.S. in April
https://www.chalkbeat.org/2020/6/3/21279747/pandemic-coronavirus-public-school-jobs

Proposal seeks $305B in federal funds for education
http://blogs.edweek.org/edweek/campaign-k-12/2020/06/300-billion-schools-coronavirus-aid-lawmakers.html

How CDC guidance could shape what back-to-school looks like in the COVID-19 era
https://www.edweek.org/ew/articles/2020/05/29/how-cdc-guidance-could-shape-what-back-to-school.html

Public Lands Are Essential to Public Health During a Pandemic
https://pediatrics.aappublications.org/content/early/2020/05/19/peds.2020-1271

Webinars

>A series from the National Youth League Council https://www.nylc.org/events/event_list.asp

>6/10 - *Advancing equity through summer and school year partnerships*

>6/12 - Understanding the Impact of Coronavirus on K-12 Education

>6/16 - *Risk Management in Telemental Health*

>6/16 - *Strengthening the Development of Black Boys*

>6/17 – *Addressing Education Equity through Service-Learning*

>6/18 – *Supporting the Education of Unaccompanied Students Experiencing Homelessness*

>6/24 - How to Support Successful STEM Learning Online

>6/29 – *Determining Eligibility for Mckinney-vento Rights and Services*

>7/15 – *Building Peace through Service-Learning*

>8/19 – *Addressing Environmental Challenges through Service-Learning*

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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Links of family/student activities at
http://smhp.psych.ucla.edu/pdfdocs/homeactivity.pdf
and previous special editions of the Community of Practice.

Here's a couple of other lists of Family Resources for Remote Learning
https://childmind.org/guide/family-resources-for-remote-learning/?utm_source=newsletter&utm_medium=email&utm_content=VIEW&utm_campaign=Weekly-04-21-20

https://www.skirball.org/family-activities

Activity for today
Watch the animated video of the children/s book

Something Happened In Our Town

https://www.youtube.com/watch?v=lcOhOFGcWm8&list=PLV37mB-eo4qMVjHrzwq20AJA0VcAn87k1&index=2&t=0s

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Excerpt from: **Fauci says it's time to think about reopening schools**
https://www.cnn.com/2020/06/03/us/fauci-schools-reopening-coronavirus/index.html

"I hesitate to make any broad statements about whether it is or is not quote 'safe' for kids to come back to school," Fauci told CNN.

"When you talk about children going back to school and their safety, it really depends on the level of viral activity, and the particular area that you're talking about. What happens all too often, understandably, but sometimes misleadingly, is that we talk about the country as a whole in a unidimensional way."

Fauci said it's not premature to start the conversation about reopening schools now. "I think we need to discuss the pros and the cons of bringing kids back to school in September," he said.

Stressing the importance of not generalizing, Fauci laid out the spectrum of scenarios for what a return to school in the fall could look like.

"In some situations there will be no problem for children to go back to school," he said. "In others, you may need to do some modifications. You know, modifications could be breaking up the class so you don't have a crowded classroom, maybe half in the morning, half in the afternoon, having children doing alternate schedules. There's a whole bunch of things that one can do."

Talking about classroom layouts specifically, Fauci underscored the need to "be creative" and create plans based on the degree of infection in the community.

He suggested that one option is to space out children at every other desk, or every third desk in order to maintain proper social distancing.

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For information about the

National Initiative for Transforming Student and Learning Supports
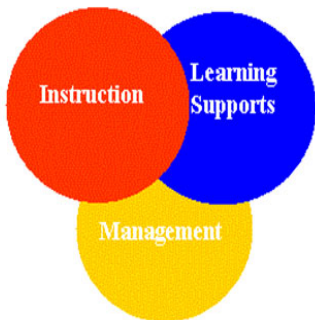**go to** *http://smhp.psych.ucla.edu/newinitiative.html*
Also online are two related free books

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

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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/)