School Practitioner Community of Practice
(A network for sharing & exchange)
(7/15/20)

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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:

>Different perspectives on resuming in person teaching and learning

In an article in the *Atlantic,* Juliette Kayyem, a former Department of Homeland Security official suggests that schools should be seen as an essential homeland security concern. She states:

> *Four months of stay-at-home orders have proved that, if schools are unavailable, a city cannot work, a community cannot function, a nation cannot safeguard itself. That the federal government deemed schools a potential health threat to be shut down during a pandemic—but not an essential service—may reflect the American view of education as a state and local matter. More likely, the omission reflects a lack of imagination.*
> https://www.theatlantic.com/ideas/archive/2020/07/reopening-bars-easy-schools-are-difficult/613861/

Many districts are proposing a hybrid of online and in person teaching and learning for the fall. Here are some differing perspectives on schools reopening and students attending:

(1) From article on : *State calling for full-time, in-school learning in the fall*
https://www.ctpost.com/news/coronavirus/article/State-calling-for-full-time-in-school-learning-15366848.php
Connecticut will try reopening public schools full time and in person this fall. That is the guidance offered up by state officials...The plan calls for schools to put in the state-mandated 180-day school year and hold full, five-day weeks for the state's 535,000 students..... The department is working with school districts to carve out space in schools so social distancing can occur in gymnasiums, auditoriums and cafeterias. It is also helping districts develop plans to help students who have lost academic ground or who have been left traumatized by the pandemic....The plan is to encourage students in kindergarten through the eighth grade to stay together with the same group or cohort all day but the state is not dictating class sizes, simply saying desks should be spread apart as much as possible.

(2) From: *Educator Unions Urge FCPS to Continue Distance Learning*
https://fairfaxea.org/educator-unions-urge-fcps-to-continue-distance-learning/

Fairfax County Public Schools (FCPS) issued an updated "return to school" plan that appeared to provide employees and students with the option to work and learn in the environment that they feel is most safe for the 2020-2021 school year. FCPS has asked employees and families to select their personal preferences for returning to school for face-to-face instruction or remaining at home for virtual instruction. Without providing much more detailed information about each of these options, neither group is able to make an informed decision at this time....Given overwhelming educator concern with the ability of FCPS to keep employees and students safe, Association of Fairfax Professional Educators, Fairfax County Federation of Teachers and Fairfax Education Association encourage our respective union members to clearly state their preference for continued virtual learning until such time as adequate information is made available for employees and families to make informed decisions about returning to face-to-face instruction."

(3) From: *U.S. Pediatricians Call For In-Person School This Fall*
https://www.npr.org/sections/coronavirus-live-updates/2020/06/29/884638999/u-s-pediatricians-call-for-in-person-school-this-fall

The nation's pediatricians have come out with a strong statement in favor of bringing children back to the classroom this fall wherever and whenever they can do so safely. The American Academy of Pediatrics' guidance "strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school." The guidance says "schools are fundamental to child and adolescent development and well-being." The AAP argues that based on the nation's experience this spring, remote learning is likely to result in severe learning loss and increased social isolation. Social isolation, in turn, can breed serious social, emotional and health issues: "child and adolescent physical or sexual abuse, substance use, depression, and suicidal ideation." Furthermore, these impacts will be visited more severely on Black and brown children, as well as low-income children and those with learning disabilities." See
https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/

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Listserv Participants:
Please share your perspective on this and other matters
Send to **Ltaylor@ucla.edu**
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Guidance for School Re-opening

(1) **National Education Association**
Excerpt from: http://neatoday.org/2020/06/19/nea-guidance-on-reopening-schools/

States are currently reviewing potential models that maximize both learning – whether in-person or continued remote instruction – and health and safety. Still, because of continued uncertainty surrounding the coronavirus pandemic, "back to school" for many districts and college campuses remains more of an "if" than a "when."

   As some states are currently discovering, reopening plans that ignore or downplay the advice of scientists and public health experts can backfire. For K-12 and higher ed buildings, a poorly designed and executed strategy can cost lives, particularly among our most vulnerable students and in communities of color, or the very least further jeopardize their educational progress.
NEA believes that any reopening model has to not only ensure the health and safety of students and staff, but also prioritize long term strategies on student learning and educational equity....

   Despite the momentous efforts of educators during the pandemic, online learning has never been an effective replacement for in-person learning and support. And the pandemic has highlighted the vast inequalities of the U.S. educational system, particularly severe in rural areas and communities of color....

   Too many students were not getting the instruction they needed, exacerbated by inadequate access to the necessary technology. Furthermore, the critical services and supports schools provide

– daily nutrition, emotional and mental health – made the loss of school from their daily lives all the more glaring....

Educator voice can bring about real positive change in how the nation invests in its schools. The economic crisis triggered by the COVID-19 pandemic jeopardizes that progress, even threatening a calamitous return to the austerity measures that crippled schools following the Great Recession a decade ago. COVID-19 has already done more damage in three months than a recession that lasted for a year and a half. If this damage goes unchecked, nearly 2 million educators—one-fifth of the workforce—could lose their jobs over the next three years.

(2) American Association of School Administrators

Excerpt from http://aasacentral.org/guidelines-for-reopening-schools/

AASA has identified ten priority areas as controlling principles for reopening guidelines. Based upon these ten guiding principles, the AASA COVID-19 Recovery Task Force has also generated specific recommendations for action steps that can operationalize these principles....

> Plan for Multiple Reopening Scenarios and Contingencies to Ensure the Health, Safety, and Well-Being of All Students and Staff...
> Build a COVID-19-Response Reopening Infrastructure Aligned with Changing Scenarios and Needs...
> Ensure Students' and Families' Equitable Access to Technology Required for Virtual Learning...
> Provide Continuing Support to Students and Adults to Address Their Immediate and Long-Term Physical, Psychological, Social, and Emotional Needs...
> Make Certain That All Schools Are Trauma-Informed and Trauma-Skilled...
> Prepare for COVID-19-Related Changes in Human Resource Management and Practices...
> Offer Ongoing Personalized and Differentiated Professional Learning...
> Transform the Teaching-Learning-Assessment Process to Ensure Personalization, Engagement, and Differentiation...
> Anticipate COVID-19-Related Budget and Fiscal Management Issues...
> Embrace a New Paradigm for Public Education

Task force superintendents reinforced that educators will benefit from viewing the Covid-19 crisis as a breakthrough opportunity to transform schools and education as we know them. The crisis has reinforced long-standing inequities and imbalances within the United States extending from racial, ethnic, cultural, and geographic divides. The lessons we have learned during the pandemic can lead us to a new way of ensuring the achievement of all learners while emphasizing their physical development, health issues, as well as their social-emotional learning progress.

(3) A sampling of recent announcements from states

>*Alabama*
  https://www.alsde.edu/Documents/Roadmap%20for%20Reopening%20Schools%20June%2026%202020.pdf

>*Illinois* https://www.isbe.net/Documents/Part-3-Transition-Planning-Phase-4.pdf

>*Iowa Educator Unions Urge FCPS to Continue Distance Learning*
  https://educateiowa.gov/documents/pk-12/2020/06/reopening-guidance-schools

>*Louisiana*
  https://www.louisianabelieves.com/docs/default-source/strong-start-2020/school-reopening-guidelines-and-resources.pdf

>*North Carolina* https://www.dpi.nc.gov/news/covid-19-response-resources/lighting-our-way-forward

>*New Jersey* https://nj.gov/education/reopening/NJDOETheRoadBack.pdf

>*Virginia*
  https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/Final-Phase-Guidance-for-Virginia-Schools-6.9.20.pdf

>Links to a few other relevant shared resource

Summer Learning in 2020 Talking Points
  https://www.summerlearning.org/knowledge-center/summer-learning-in-2020-talking-points/

Resources for Teachers, Administrators, Parents, & Students (developed by the School Psychology Program, University of Southern Mississippi)
  https://cdn.ymaws.com/www.mpe.org/resource/resmgr/pdf/covid19_resource_manual_2020.pdf

The state of young people during covid 19
  https://www.americaspromise.org/resource/state-young-people-during-covid-19
Redesigning for an Anti-Racist Classroom Series
  https://www.edelements.com/blog/redesigning-for-an-anti-racist-classroom-series?utm_campaign=Newsletter&utm_mediu
  m=email&_hsmi=90893755&_hsenc=p2ANqtz--BYDW5ZhfuXgTNiMTQAuFd0FD_w7Vv6G2kjJElw9sAVehERnIWIC8
  ztzDimdUuTxtk4sbiMfhY7pJaBLbtfzdH0a3CAQ&utm_content=90893610&utm_source=hs_email
How Cultural Factors Shape Economic Outcomes
  https://futureofchildren.princeton.edu/sites/futureofchildren/files/foc_vol_30_no_1_combined_v5.pdf
A Marshall Plan for Children's Mental Health after COVID-19
  https://ps.psychiatryonline.org/pb-assets/journals/ps/homepage/A%20Marshall%20Plan%20for%20Children%
  E2%80%99s%20Mental%20Health%20after%20COVID-19.pdf
Emphasizing the Importance of Play During Distance Learning
  https://www.edutopia.org/article/emphasizing-importance-play-during-distance-learning

Reunite, Renew, and Thrive: Social and Emotional Learning Roadmap for Reopening School
  https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf
All of Who I Am: Perspectives from Young People About Social, Emotional, Cognitive Learning
  https://www.americaspromise.org/allofwhoiam
Back to School? Any NYC Family Can Opt for Full-Time Remote Learning This Fall
  https://ny.chalkbeat.org/2020/7/2/21311569/nyc-opt-for-full-time-remote-learning?utm_source=ECS+Subscrib
  ers&utm_campaign=1691ad6d5c-ED_CLIPS_07_07_2020&utm_medium=email&utm_term=0_1a2b00b930-1
  691ad6d5c-53599575

> **NEW BOOK JUST PUT ONLINE FOR FREE ACCESS**
>
> *Embedding Mental Health as Schools Change*
>   Access from the Center homepage at http://smhp.psych.ucla.edu/
>   or through the direct link provided at
>   http://smhp.psych.ucla.edu/improving_school_improvement.html
>
> As plans for schools to re-open progress, discussion is increasing about the mental health needs of students. Some Departments of Education have placed a high priority on the matter - even to the point of noting that attention to mental health should come first.
>
> To make certain that planners are aware of the need not to just pursue old ways of thinking about mental health in schools, we have accelerated the time line for circulating our book on *Embedding Mental Health as Schools Change*. We sent an early draft for feedback to a group that expressed interest. We have been making many changes since then. More feedback is always welcome, and appropriate changes will be made in subsequent drafts.

Webinars

> >A series from the National Youth League Council https://www.nylc.org/events/event_list.asp
> >*The Well-Being Series: Connections During COVID-19: Mental Wellness Webinars For Families & Educators* https://mhttcnetwork.org/centers/northwest-mhttc/well-being-series
> >Series on Homeless Students and McKinney-Vento act
> >7/28 – *Minimizing Risk for Conflict/Coercion in Families with School-age Children*
> >7/30 – *Safety matters: Helping families affected by substance use disorders and domestic violence*
> >8/11 – *When the Monsters Live with Us: Structural Inequities, COVID-19, and Intimate Partner Violence in Latin American Families* (in Spanish)
> *Cuando los Monstruos Viven con Nosotros: Reflexiones sobre el Impacto de la Intersección de las Inequidades Estructurales, el COVID-19 y la Violencia de Pareja en los Niños Pequeños en Familias Latinoamericanas*

>*8/19 – Addressing Environmental Challenges through Service-Learning*: Could Large-Scale Tutoring Address COVID-Related Learning Loss? (Podcast)

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

>*9/17 – Meeting the needs of adolescent youth*

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

In case you missed it, the latest Quarterly ejournal is now online. See

>*Schools Re-opening: Safety Plus Enhancing Equity of Opportunity and Social Justice*

>*The Role of Schools in Promoting Whole Child Development and Learning?*

http://smhp.psych.ucla.edu/news.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*
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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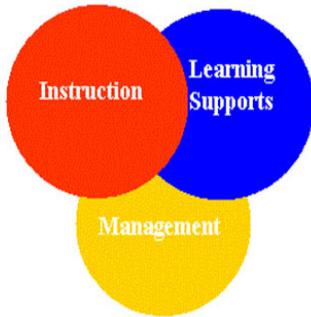
Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

"... I am sure that we will recognize that there are some things in our society, some things in our world, to which we should never be adjusted. There are some things concerning which we must always be maladjusted if we are to be people of good will. We must never adjust ourselves to racial discrimination and racial segregation. We must never adjust ourselves to religious bigotry. We must never adjust ourselves to economic conditions that take necessities from the many to give luxuries to the few. We must never adjust ourselves to the madness of militarism, and the self-defeating effects of physical violence."

Martin Luther King, Jr. (1967)

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 as schools reopen.

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/)