

School Practitioner Community of Practice
(A network for sharing & exchange)
(3/3/21)

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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).

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:

>Anticipating and planning for demonstrations related to the trial of the officer charged in George Floyd's death

Request from a colleague: "Our school climate team would like to post resources for schools ahead of the Officer Derek Chauvin trial which begins on March 8th. I am wondering if you could suggest some resources that we could include on our webpage or point me in that direction."

Center Comments: It is essential that folks across the country prepare for the potential that the trial of the officer charged in George Floyd's death will stimulate demonstrations. Minneapolis is already preparing. See: *Minneapolis to Beef up Security for Trial in Floyd's Death*
<https://www.usnews.com/news/us/articles/2021-02-17/minneapolis-beefs-up-security-before-trial-in-floyds-death>

For schools, preparation involves

- (1) activity that educates students about relevant matters
- (2) preparations to address demonstrations and any aftermath effects.

With respect to student education, teachers could integrate the events into the curriculum. For example, it has been suggested that (a) history, government, social studies or civics classes could examine the historical context of issues brought up, lead a lesson on non-violent protests, discuss First Amendment rights to free speech), (b) English or creative writing classes could encourage journaling or free writing on relevant topics, (c) classes focused on information technology could discuss responsible civic engagement in online settings in and out of the classroom.

Here are some resources that might be helpful:

(1) For discussions about the situation:

- > *Responding to Difficult Moments* – resources providing strategies for anticipating and responding to difficult discussions and reactions
<http://crlt.umich.edu/multicultural-teaching/difficult-moments>
- > *Lesson plan for grades 6-12 about the death of George Floyd* – from PBS NewsHour Extra. The plan includes a news video (that omits the footage of Floyd's death) and discussion questions about the protests, police brutality, and media literacy.
<https://www.pbs.org/newshour/extra/daily-videos/the-death-of-george-floyd-sets-off-massive-protests/>
- > *Glazer Children's Museum's resources* for educators, parents, kids related to talking about the events)
https://glazermuseum.org/socialjustice?fbclid=IwAR3mJPYt_4Tkdz8K-annxEBkM2t1UyGF2SCu65Bduk0e0L_rbJdo410I-A
- > *Talking About Race* – designed to help steer conversations about racism, racial identity, and the way these forces shape every aspect of society – on the Smithsonian National Museum of African American History and Culture's portal
<https://nmaahc.si.edu/about/news/national-museum-african-american-history-and-culture-releases-talking-about-race-web>
- > *Teaching Tolerance*, a project by the Southern Poverty Law Center, periodically updates its package on teaching about race, racism, and police violence.
<https://www.tolerance.org/moment/racism-and-police-violence>
- > The New York Times' Learning Network shared an article about the protests, along with discussion questions, and open-ed comments for students to share their opinion.
<https://www.nytimes.com/2020/06/01/learning/what-is-your-reaction-to-the-days-of-protest-that-have-followed-the-death-of-george-floyd.html>
- > The Pulitzer Center partnered with the NY Times to turn the 1619 project, a collection of essays and literary works observing the 400th anniversary of the beginning of American slavery, into a curriculum for teachers of all grade levels. The curriculum includes reading guides, activities, and other resources about the history of race in America.
<https://pulitzercenter.org/lesson-plan-grouping/1619-project-curriculum>

(2) For preparing for demonstrations and their aftermath:

- > *Planning for Demonstrations, Protests and Civil Unrest*
<https://www.emsworld.com/article/10626819/planning-demonstrations-protests-and-civil-unrest>
- > *Responding to Student Demonstrations and Protests in Schools and School Districts*
<https://rems.ed.gov/docs/RespondingToStudentProtests.pdf>
- > *Planning for Safe Marches and Demonstrations*
<https://www.justice.gov/sites/default/files/crs/legacy/2012/12/17/safe-marches-dem.pdf>
- > *How To Protect Yourself During Protests*
<https://www.scientificamerican.com/article/how-to-protect-yourself-during-protests/>
- > *Emergency Management Virtual Toolkit for Education Agencies Serving K-12 Schools*
<https://rems.ed.gov/EMVirtualToolkitRegistration>

Potential demonstrations are also a good time to review school and community crisis response plans.

For more resources, see the Center's Quick Find on *Crisis Prevention and Response*
http://smhp.psych.ucla.edu/qf/p2107_01.htm

Comments from the Field:

We shared this request (and the Minneapolis news article) with a range of colleagues who have relevant expertise and asked for any thoughts, suggestions, resources, etc. We noted:

This may be a concern for many schools/districts/cities/states and we wondered what might be most helpful at the community level and at the school (district, online, in person) to support students/families through the trial. The anticipation of violence (closing streets, boarding windows) must add a lot of tension to the already difficult pandemic anxiety.

Here is a sample of response received:

- (1) “My initial thoughts were, all that target hardening is just going to make things worse. See: *>When police respond by escalating force, it doesn’t work. Disproportionate police can escalate violence.*

<https://www.themarshallproject.org/2020/06/01/why-so-many-police-are-handling-the-protests-wrong>

Then I thought people would probably protest no matter what, so here is something intended to prevent injuries during those demonstrations:

>How To Protect Yourself During Protests

<https://www.scientificamerican.com/article/how-to-protect-yourself-during-protests/>

(You have to be in front of it. Trust-building takes time. “You’ve got to till the soil before you can grow the beans.”)

Here we are, living in our own echo chambers, not trusting anything that come to us from the outside.

Yet, we need to make connections with each other and build trust before anybody is going to pay attention to helpful information. I recently read that the Berlin police have official communicators from the community groups who speak the languages, dress in the local custom, understand the history and traditions of the group they are speaking with, etc. as a way to more effectively communicate. In times of high mistrust, tailoring messages for communities who suffer from long-standing disparities and sometimes experience true institutional discrimination can be effective. See:

https://www.researchgate.net/profile/Sandra_Quinn/publication/51434463_Crisis_and_Emergency_Risk_Communication_in_a_Pandemic_A_Model_for_Building_Capacity_and_Resilience_of_Minority_Communities/links/56a7d04608aeded22e370c76.pdf

So, from that I’m guessing schools need to reach out to their community leaders and get them on board as both solution-finders and communicators. Even though we have separation of church and state, faith leaders often have already built trust with their flocks and should not be left out of the discussions. I think the schools could facilitate the start of mutual aid groups if done carefully. If people are cold, we need to warm them. If people are hungry, we need to feed them. But it is absolutely essential that if we promise blankets and hot soup that we deliver! Check with the neighborhood leaders/communicators about the best ways to set up the meeting immediate human needs. See <https://www.afsc.org/blogs/news-and-commentary/how-to-create-mutual-aid-network>

The following materials were developed pre-pandemic and pre-insurrection. Basic info is solid: *Crisis prevention and response online resources from the National Association of School Psychologists*

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/school-violence-resources/school-violence-prevention/school-violence-prevention-guidelines-for-administrators-and-crisis-teams>

Hope this helps! It’s going to be hard work—putting info on the website is only a VERY small first step—but many injuries of various kinds can be prevented if people use that info to actually take steps!”

- (2) “Thank you so much for reaching out. My first go-to is always the BELE Network. Their research library is <https://equitablelearning.org/>

For example, I found two examples that they might explore. In these moments, I think about how our young people can be inspired to find their power and leadership, and wonder if this resource, *Facilitating Necessary Conversations: A Toolkit for Change makers During Extraordinary Times* might be a good one. <https://equitablelearning.org/pages/Xwb0fLT8>

Reinvesting in strong connections between students of color and schools, so that they feel that their identities are affirmed and valued is probably a good use of time, so I found this resource, *Affirming Cultural Identity* – <https://equitablelearning.org/books/n7Bw4Xso>

I know that in this moment, a lot of people are turning to *Facing History* for high quality resources.

Their educator resources are at – <https://www.facinghistory.org/educator-resources>

We have been curating some race equity resources here. Some are links to the compilations of others, and here is a link to our own compilation.

<https://selcenter.wested.org/resource/selected-race-equity-resources/>

Finally, for good measure, this is the link to MHTTC's race equity resources.

<https://mhttcnetwork.org/centers/global-mhttc/racial-equity-cultural-diversity>

- (3) “Based on past experience in the classroom, I can confidently *recommend Learning for Justice* (formerly Teaching Tolerance published by the Southern Poverty Law Center). All resources are free and they have lessons appropriate for K-12. I also found a lesson planner tool that I believe can help schools plan appropriately to fit their own needs/concerns specific to the upcoming Chauvin trial. The Southern Poverty Law Center only publishes the very best. (<https://www.learningforjustice.org/>). Some of the webinars and articles may also be appropriate for families and communities. Recently, the Law Center teamed up with the NEA (<https://neaedjustice.org/black-lives-matter-school-resources/>) to post tools specific to racism and the Black Lives Matter movement. What I saw on-line was impressive.”

Is this topic being discussed in your locale?

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

For discussion and interchange:

>Feedback on 2/17 Practitioner discussion about 504 accommodations

“With respect to the Section 504 discussion, I am a parent of a high school student with a Section 504 plan and a professional working in another school district as a school psychologist; therefore, I have both perspectives. As a parent, it took many years to get a Section 504 plan enacted and in retrospect, I wished that I had filed a complaint with the Office of Civil Rights (OCR) at the regional office (located in a different state) back in Kindergarten; however, I wanted to work collaboratively and have a cooperative partnership with the school.

The K teacher was an experienced, return to hire from retirement and the nurse developed the individual health plan with all members of the team signing in a manner similar to a Section 504 so we accepted after being assured that things would be okay; however, during the years of elementary school, there were several situations that would not have happened with a Section 504 plan that did happen such as being excluded from class parties, excluded from rewards earned, and lack of communication from the school regarding accommodations on overnight field trips.

I finally was able to get a Section 504 plan in place at the end of sixth grade prior to transitioning to junior high but I had to set the agenda, provide the evidence etc., schedule the meeting myself, and personally invite the members to the meeting. In the end, the counselor from the junior high took care of the district paperwork for the Section 504 plan rather than the elementary school 504 case manager.

We were told that it would not be really needed in the junior high school despite the elementary team knowing that I had been working in a middle school for many years. Within the first few weeks of junior high, the plan was needed by at least three classroom teachers. The plan empowered my child to speak up with teachers about accommodations needed without being written up as talking back/sent to the office for disciplinary reasons. I highlight the difficulties getting eligibility for Section 504 and a plan implemented as a parent with a doctorate degree in school psychology and many years working as a school psychologist.

I want to emphasize that the Amendments Act of 2008 widened the net to include more students with a wide variety of medical and physical impairments that affect major life functions even if they are honor students with straight A grades. We need to think about the students who

have medical conditions and note that many of these students qualify for Section 504 for anti-discrimination protection and many of these need a plan to be implemented.

My child was diagnosed at the age of 2 1/2 with celiac disease and requires a plan all the way through university (e.g., dining halls and dormitories). It's not just about receiving a special dietary meal, but it is also about being included in school activities (e.g., overnight field trips, the before school childcare program that offers breakfast and is run by the school district, class parties, snack time in elementary school, food rewards, birthday parties in the classroom, yearbook parties at establishments with gluten in the air and on tables, and instruction that uses gluten containing flour or edibles), not getting sick and ill from gluten exposure (e.g., excusal from taking an elective wheel class in middle school that includes a cooking class; no flour or flour like substances in the classroom that contains gluten; the right to say no to food that the child thinks might contain gluten; and access to hand washing facilities before meals); and avoidance of embarrassment from the symptoms of gluten when glutened (e.g., access to the nurse's office, bathroom pass, and allowance of making up activities/tests when a student has to go to the bathroom/nurse). There are many students similar to my own who have many other conditions (e.g., diabetes, sickle cell anemia, anaphylaxis food allergies, and crohn's disease) that would qualify for Section 504 for antidiscrimination and that may need a plan developed and implemented. It's not just the typical student referred in past years who had behavioral and academic concerns, but also the ones who used to be only known by the school nurse."

>Links to a few other relevant shared resources

Grading Policy in the Time of COVID-19: Considerations and Implications for Equity
https://cacollaborative.org/sites/default/files/CA_Collaborative_COVID_Grading.pdf

Modifying Education Agency Exercises and Drills in Response to the Pandemic
https://rems.ed.gov/docs/ModifyingExercisesFactSheet_508C.pdf

ED Covid Handbook
<https://www2.ed.gov/documents/coronavirus/reopening.pdf>

Operational Strategy for K-12 Schools through Phased Mitigation
https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/K-12-Operational-Strategy-2021-2-12.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-childcare%2Foperation-strategy.html

Community Learning Hubs: Meeting the Needs of Students & Families.
http://afterschoolalliance.org/covid/community-learning-hubs.cfm?utm_source=sendinblue&utm_campaign=Community_Learning_Hub_announcement&utm_medium=email

Trauma and Psychological Safety
https://static1.squarespace.com/static/5fa44091d3b14309ce652178/t/5fde6ed4459323513bcc9a6e/1608412885097/Chapter_1.pdf

New Research Makes a Powerful Case for PBL
<https://www.edutopia.org/article/new-research-makes-powerful-case-pbl>

Evidence-Based Practices for Assessing Students' Social and Emotional Well-Being
https://edpolicyinca.org/sites/default/files/2021-02/edresearch_for_recovery_brief_13.pdf

What happens to children who missed kindergarten during Covid-19 crisis?
<https://edsources.org/2021/what-happens-to-children-who-missed-kindergarten-during-covid-19-crisis/647721>

Recovery with Equity <https://www.capostsecondaryforall.org/initiatives/recovery-with-equity/>

Multisystemic Resilience: Adaptation and Transformation in Contexts of Change
<http://fdslive.oup.com/www.oup.com/academic/pdf/openaccess/9780190095888.pdf>

To Reduce Child Poverty, Increase Family Incomes
<https://www.childtrends.org/blog/to-reduce-child-poverty-increase-family-incomes>

A Few Upcoming Webinars

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

3/9 Taking Care of Yourself: A Workshop for Parents

3/10 Wellness Program Implementation Series: Introduction to Options and Assessing Team Needs

3/11 Supporting the Education of Unaccompanied Students Experiencing Homelessness

3/16 Creating a Culture of Equity: School Social Workers, Advocacy, and Professional Ethics

3/17 Access and Accommodations: Reimagining Places and Spaces for Students and Staff

3/19 Working with Culturally or Linguistically Diverse Families

3/23 Basic Requirements of the McKinney-Vento Act

3/31 Transform the Norm: Rethinking How Teachers Teach & Principals Lead

4/8 Stay Sleep or Get Woke: Leading Anti-Racist Assessment & Action in Schools

4/12 Inquiry as a caring act

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 brief outlines about meeting the challenges ahead, see the following recent resources:

> *Restructuring California Schools to Address Barriers to Learning and Teaching in the COVID 19 Context and Beyond*

<https://edpolicyinca.org/publications/restructuring-california-schools-address-barriers-learning-and-teaching-covid-19>

(While this brief was prepared for California, it has relevance for every state.)

> *Have Districts and Schools Established a Leadership Team to Meet the Challenge of the Increased Number of Students Manifesting Learning, Behavior, and Emotional Problems?*

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

> *Finding and Reengaging Students who Went Missing During the COVID Pandemic*

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

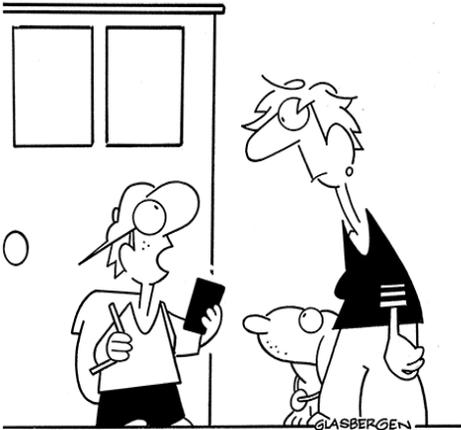
For in-depth presentations, see the following books provided by the Center at no cost:

> *Improving School Improvement*

> *Addressing Barriers to Learning: In the Classroom and Schoolwide*

> *Embedding Mental Health as Schools Change*

(all three can be accessed at - http://smhp.psych.ucla.edu/improving_school_improvement.htm)

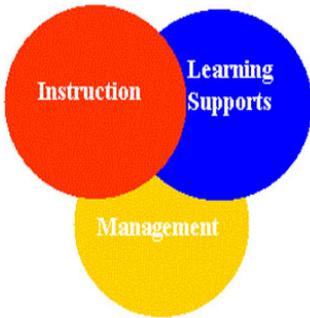


“Why am I going to school if my phone already knows everything?”

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



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.

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/>)