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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:

>*How committed are schools to equity, inclusion, diversity, social justice?*

Ensuring equity in education is a necessary component in narrowing the achievement gap. Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of the students they serve. High-quality schools are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that all students are able to learn and thrive.
https://www.cde.ca.gov/qs/ea/

At every level of education, new positions are being created to lead efforts in addressing diversity, equity, and inclusion. But as we all know, giving one person or a committee the responsibility for such major systemic changes often only generates marginal responses, rather than a systemwide transformation.

Our Center has focused on these matters by pursuing systemwide changes in how schools address barriers to learning and teaching and reengage disconnected students. In this context, we have stressed:

The greater the diversity in a classroom, the greater the likelihood that accommodations and special assistance in the form of student and learning supports will be needed in responding to learning, behavior, and emotional problems.

Student and learning supports are designed to address factors that interfere with establishing an effective instructional match. Such supports are key to addressing barriers to learning and performing that are related to a student's background and/or current circumstances. Every school has some student and learning supports. Given a highly diverse student body, a school must develop a unified, comprehensive, and equitable system of such supports. This not only requires providing personalized instruction, accommodations, and special assistance in regular classrooms, it also requires supports that facilitate transitions, increase home and school connections, respond to and, where feasible, prevent school and personal crisis and traumatic events, increase community involvement, and facilitate student and family access to effective services and specialized assistance as needed.

From: *Understanding Diversity to Better Address Barriers to Learning*
http://smhp.psych.ucla.edu/pdfdocs/diversity.pdf

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For details about transforming schools to enhance equity of opportunity, see:
>*Improving School Improvement*
>*Addressing Barriers to Learning: In the Classroom and Schoolwide*
>*Embedding Mental Health as Schools Change*
>   All available at this time as free resources
>   http://smhp.psych.ucla.edu/improving_school_improvement.html

Also see:
>*Restructuring California Schools to Address Barriers to Learning and Teaching in the COVID 19 Context and Beyond*
>   https://edpolicyinca.org/sites/default/files/2020-11/pb_adelman_nov2020.pdf
>   The content, of course, is applicable to other states

For more about equity in schools from the Center, see:

Integrated Student Supports and Equity: What's Not Being Discussed?
    http://smhp.psych.ucla.edu/pdfdocs/integpolicy.pdf

Addressing disparities by enhancing equity of opportunity in schools
    http://smhp.psych.ucla.edu/pdfdocs/newsletter/winter10.pdf

ESSA, equity of opportunity, and addressing barriers to learning
    http://smhp.psych.ucla.edu/pdfdocs/essaanal.pdf

Integrated student supports and equity http://smhp.psych.ucla.edu/pdfdocs/integpolicy.pdf

Which Schools are Taking Equity Seriously?
    http://smhp.psych.ucla.edu/pdfdocs/equityresps.pdf

For more about equity in schools from other, see the links in the center's Quick Find on
    >*Diversity, Disparities, and Promoting Equity* http://smhp.psych.ucla.edu/qf/diversity.htm.

Sustaining the Systemwide Commitment to Addressing Equity, Inclusion, Diversity, and Social Justice Concerns

Implementing and sustaining the commitment involves, (1) transforming student and learning supports, (2) expanding the school improvement policy and related accountability frameworks, and (3) ensuring effective implementaion to scale.

- For a brief discussion of *transforming student and learning supports and expanding policy* see pages 13 - 17 in the recent issue of the Center's quarterly ejournal –
    http://smhp.psych.ucla.edu/pdfdocs/summer21.pdf

    Also see *New Directions for School Counselors, Psychologists, & Social Workers*
    http://smhp.psych.ucla.edu/pdfdocs/report/framingnewdir.pdf

- Re. the related *expansion of the school accountability framework and outcome indicators*, see
    >*Expanding the Accountability Framework for Schools*
        http://smhp.psych.ucla.edu/pdfdocs/account.pdf

    >*Standards & Quality Indicators for an Enabling or Learning Supports Component*
        http://smhp.psych.ucla.edu/summit2002/qualityindicators.pdf

- Re. *effective implementation to scale and sustainability*, see
    >*Implementation Science and Complex School Changes*
        http://smhp.psych.ucla.edu/pdfdocs/implemreport.pdf

How 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:

>**What do students and school staff need this summer?**

If we can help our students get back to feeling good about themselves, feeling good about school, good about learning, that will probably be the most important support that we can create for them in order to accelerate their academics. Richard Barrera, president of the San Diego Unified school board.

A general theme we are seeing is that we all need a break this summer. For example:

from *Don't try to 'catch up' this summer*
https://www.cnn.com/2021/05/28/health/take-a-summer-break-wellness/index.html

"... this pandemic is far from over, but with a far deeper understanding of the nature of transmission, millions of vaccines already administered and pandemic fatigue setting in for almost all of us, I think we need a collective break.

To my thinking, that break should begin now. ...

You and your family have been idling on high for the more than a year now. That means we've been experiencing stress, of course, but it's combined with a sense of exhaustion and boredom many of us have never before endured....

Although we cannot say it's time for a post-pandemic life -- we are not there yet -- we can reset our thinking and activity to reflect a new, less stressful, more joyful normal, at least for now. ...

Allow your kids to go for "good enough" for the next few weeks. If they're attending classes, getting some work done every day and really trying, give them a break. In fact, give them a lot of breaks.Remember how tough this school year has been on them and shift your metrics for success. If they have shown the resilience and competence to make it through this year, that's a major win....

A year ago, our plans for the summer, if we made any, were exceptionally limited. With all the progress that's been made in containing Covid-19 since, we can lift some of our restrictions as well. Sit down and consider what you can safely do to enjoy this summer...

On the whole, remember it is exceptionally difficult to maintain a mindset built on anxiety and crisis. None of us was built to manage in that space for a prolonged period. As we slide toward summer, a reset away from the stress of pandemic thinking is crucial for the well-being of yourself and your family."

After the challenges of the past school year, well-being certainly is a high priority. And, as we noted in last month's ENEWS, the summer still must be used to (a) help students start the next academic year successfully and (b) plan ways to address the predictable demands of the coming school year (http://smhp.psych.ucla.edu/pdfdocs/junex21.pdf).

For more on this, see the quarterly ejournal (issued last week) for a discussion about

>*Using Summer to Prepare Better Ways to Address Concerns about Students' Learning and Mental Health*

• Outreaching to and reengagingdisconnected students
• Improving differentiated instruction
• Broadly embedding social emotionallearning and development
• Reorganizing student/learning supports
• Promoting staff well-being
    http://smhp.psych.ucla.edu/pdfdocs/summer21.pdf

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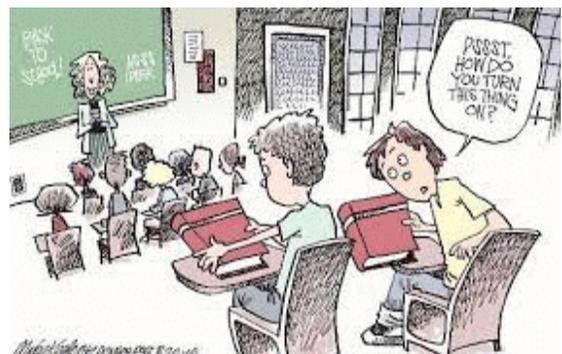
>Links to a few other relevant shared resources

Safe Summer Activities for Kids During the Pandemic
https://www.consumerreports.org/children-s-health/safe-summer-activities-for-kids-during-the-pandemic/

What American kids need this summer
https://www.vox.com/22425250/summer-school-2021-covid-pandemic-kids-education

Nation's skeletal school mental health network will be severely tested
https://hechingerreport.org/

U.S. Department of Education Posts State Plans for Use of American Rescue Plan Funds to Support Students and the Safe and Sustained Reopening of Schools
https://www.ed.gov/news/press-releases/us-department-education-posts-state-plans-use-american-rescue-plan-funds-support-students-and-safe-and-sustained-reopening-schools?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Design Principles for Schools: Putting the Science of Learning and Development Into Action
https://turnaround.ams3.digitaloceanspaces.com/wp-content/uploads/2021/06/08173320/Design-Principles-for-Schools.pdf

Building Student Resilience Toolkit
https://safesupportivelearning.ed.gov/building-student-resilience-toolkit

Special education: Beneficial to many, harmful to others
https://www.brookings.edu/blog/brown-center-chalkboard/2021/05/26/special-education-beneficial-to-some-harmful-to-others/

Tens of Thousands of Students May Have to Repeat a Grade. Should They?
https://www.edweek.org/leadership/tens-of-thousands-of-students-may-have-to-repeat-a-grade-should-they/2021/05

Child Poverty Increased Nationally During COVID, Especially Among Latino and Black Children
https://www.childtrends.org/publications/child-poverty-increased-nationally-during-covid-especially-among-latino-and-black-children

American Rescue Plan Elementary and Secondary School Emergency Relief
https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/

Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students
https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf

Applying the Social Development Model in Middle Childhood to Promote Healthy Development: Effects from Primary School Through the 30s and Across Generations
https://link.springer.com/article/10.1007/s40865-020-00152-6

Practical resources to support student mental health during COVID-19 https://smho-smso.ca/

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

Equity Summit Series Launch – Tues, June 22 1:00 PM - 3:00 PM EDT
https://www.eventbrite.com/e/equity-summit-series-launch-registration-157257849461

6/25 The Mental Health Impacts of Surviving COVID-19: Implications for School Mental Health Systems Leaders and Providers

7/15 McKinney-Vento School Selection Rights

7/20 Pursuing Equitable Outcomes: Exploring the Intersection of Race and Disability in K-12 Education

7/26 Determining McKinney-Vento Eligibility

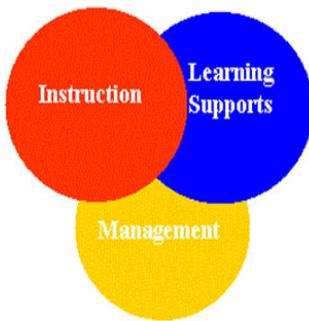8/4 Welcomed: Embracing Students, Families and Educators in the New School Year

9/29 Fully Present: Leveraging Attendance Data to Ensure Ongoing Success

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 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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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.

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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/)