

**School Practitioner Community of Practice**  
(A network for sharing & exchange)  
(2/10/21)

**Contents**

- >Reengaging Dropouts: Outreach and Re-entry Strategies as Schools Re-open
- >From a HS student: *Pressure to open schools is foolish in a pandemic*
- >Links to a few other relevant shared resources

(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](mailto:Ltaylor@ucla.edu)**

**For previous postings of community of practice discussions, see  
<http://smhp.psych.ucla.edu/practitioner.htm>**

\*\*\*\*\*

***For discussion and interchange:***

**>Reengaging Dropouts: Outreach and Re-entry Strategies as Schools Re-open**

Anticipating that a significant number of students will not return when schools reopen, a colleague took time to share the following about reengaging such students based on past experiences.

1. First, obtain the phone numbers and addresses of any and all students who have not returned. Start by making a phone call to see if you can connect with the student and tell them it would be great if they could come in and meet with you to discuss their educational needs and goals, even if they don't want to come back to this particular school. Before or after meeting with them, an informal assessment process can be done by reviewing historical data that will help both of you to decide where they might continue their education.
2. Keep a list of those students who do not answer or respond to messages from you. These are the ones who will require personal outreach such as a home visit, or possibly to a community center where young people are known to hang out. Both may be places that you may be able to connect with, and hopefully engage the previously enrolled or still currently enrolled student(s). Just a word of caution on home visits...whenever possible, a male/female team is preferred if these personnel are available at your school.
3. When you meet with each of them talk openly about the student's perceptions of the issues that caused them become disengaged, either before the Pandemic, or during the period of on-line lessons.
4. Explore possible changes that may help the youth to view the teacher(s)/school as supportive, and to perceive courses and other educational activities as personally valuable for them, and attainable.
5. Work to establish and maintain a working relationship so that ongoing interactions are designed to create a sense of trust, open communication, and to provide personalized support and direction.
6. Negotiate involvement in a viable educational setting through the development of mutual goals and agreements. The focus throughout this discussion is on clarifying an awareness of valued options, working to enhance their expectations of positive outcomes for themselves.

It is clear that many students have fallen behind, and will require individual plans and attention to get them up to or beyond where they were before.... more students will fall by the wayside, (dropout) if the school system is unable or unwilling to “meet them where they are at”.

... Many students will need the attention of a student support team to plan the actions necessary to successfully re-integrate them into school. ... many students will need some individual or small group instruction/remediation and credit recovery options. Some will invariably need therapeutic services as well, particularly if a member of their immediate or extended family has died or suffered from the virus.

Below are some district and school-wide efforts that he noted were put in place.

*Making up course credit:*

- >Individual subject learning packets that students can complete on their own to make up a credit.
- >Individual Small Group Instruction (Small groups of students based on their skill needs).
- >Teachers working with students after school to make up full or partial credit.
- >After the school year ends, an intensive two week program with core subject teachers to help the student(s) to show competency in the course material they have failed or did not complete. If the student can show a satisfactory level of competency to the teacher, they are given the credit for a course they previously failed or listed as incomplete.

*Re-Entry programs:* There are students who need increased structure, monitoring and personalization to keep them on track.... Some needed this before the Pandemic and others who have not participated, or done so in a very limited way, in the online learning, may need these type of structures or programs

*A Student Support and Assistance Program:*

- >Students in this program take a first hour English “block” class that is co-taught by two SSAP teachers
- > The last 30minutes of this class are enrichment.
- >The last class of the day is Algebra, which is taught by an SSAP teacher
- >Check in is done twice a day.
- >Attendance is monitored by daily phone calls, home visits, and parent/guardian conferences. >Character education is provided that includes psychosocial assessments, psycho-educational groups, classroom guidance, and student portfolios as well as additional social work and counseling services.

*CORE Program:*

- >Five teachers and a counselor/social worker agree to work together as a team. They agree to a common prep for planning and conferencing. They coordinate their strategies with individual students, something that is almost impossible in a traditional high school setting. Materials and lesson plans are shared and coordinated.
- >The students remain as a “core” group throughout the day in one classroom for all classes. The teachers leave their own classrooms and do the moving to the students rather than the other way around.
- >Counselor/social worker meet weekly with teachers to discuss students.
- >Parent/guardian conferences are held with all program staff during weekly meetings. Student attendance, progress, and other concerns are addressed. Communication and coordination are strong components of the program.

*Mission Model:*

- >For students returned to school after having dropped out, repeat 9th graders, and others who have less than 60 credits.
- >Students are interviewed by the program teacher(s)and a dropout prevention specialist/counselor.
- >The student is programmed into three AM classes within the Re-Entry program (English, World Civilization and Math).This schedule can be modified if student has

- already completed one or more of these courses/credits.
- >Variable credit is offered for these courses so that students can earn one credit at a time (based on a 5 unit per course model for each course), therefore helping the students to see some growth rather than passing or failing the entire course.

**Academic/Vocational Re-Entry program:**

- >Program is housed in a technical/vocational high school.
- >Students attend three or four classes in the Re-Entry program in the morning, and take a vocational/technical program in the afternoon.
- >The class is self-contained. Students stay with the same multi-credentialed teacher all morning. >Study skills and other high school success skills are integrated into the curriculum.

**Back on Track Program:**

- >A one semester “back on track”transitional program for those students who are recovered from having dropped out, who are seriously disengaged, or whose attendance is so poor that returning to a comprehensive high school is unworkable.
- >The program ... was developed out of a need for students who felt they just could not go back, or make it, in a comprehensive high school. These students needed either a “transitional” program to return them to a comprehensive school, a GED program, preparation to take the high school proficiency exam, adult school or community college, (depending on age) and others that may be available in the larger community.
- >The program included six staff members:  
A program lead school social worker, two teachers, a counselor/work experience coordinator, and a case manager/activities coordinator.

**Continuation School and Job Corps Partnership Program:**

- >Students attend a small necessary highschool (continuation school) in the morning for core academics.
- >Students are then transferred to a Job Corps site in the afternoon for career preparation courses that can lead to apprenticeships in various unions.
- >Course credit toward high school graduation, as well as GED preparation, are both offered. Often the Job Corps Center does not offer certain courses that the district might, and the district may not provide those programs and experiences available at the Job Corps center. Often both programs can yield state apportionment credit, therefore making it a win-win situation for both.”

**Listserve Participants:** We hope you will send us any additional strategies for returning students to school during this challenging school year. [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

For related resources from our Center and from others, see

- >Transition Programs [http://smhp.psych.ucla.edu/qf/p2101\\_01.htm](http://smhp.psych.ucla.edu/qf/p2101_01.htm)
- >Dropout Prevention <http://smhp.psych.ucla.edu/qf/dropout.html>

Here are a couple of recent related Center resources:

- >Finding and Reengaging Students who Went Missing During the COVID Pandemic <http://smhp.psych.ucla.edu/pdfdocs/Findingdisconnectedstudents.pdf>
- >In the April ejournal <http://smhp.psych.ucla.edu/news.htm>
  - >>Plan Ahead to Support the Transition-back of Students, Families, and Staff
  - >>Re-opening Schools with a Sense of Exciting Renewal: Generating Hope
  - >>Re-engaging the Disconnected in Instructional Activity
  - >>Addressing Grief and Loss

## Do you Agree or Disagree?

### >From a HS student: **Pressure to open schools is foolish in a pandemic**

<https://lhslance.org/2021/opinion/open-letter-to-fcps-pressure-to-open-schools-foolish-in-pandemic/>

Here is an excerpt from an open letter from a student to the district superintendent:

“I am a junior in high school, not a professional in health care, but I could give you some reasons why going back to school in January at the start of Semester 2 is a terrible idea.

It’s no secret that virtual school is unpleasant for students, teachers, and parents. We are all completely miserable with the stress that comes from the amount of work in online school, the constant working day and night, mixed with the occasional internet issues.

Nobody enjoys this method of learning, but going back to in-person school as the coronavirus cases spike makes no sense.

As students we have a choice to stay virtual. I urge my fellow high school students to stay home from in-person school....

While the hybrid plan is great, in theory, the minute students walk into that school building, there is no doubt that students will be overwhelmed with joy and be hugging everyone from left to right. Whether it is because of senioritis or just students who haven’t seen their friends and fellow classmates in what seems like forever, students will find ways to join together.

That urge to hug someone is going to be stronger than the urge to remain apart.

What most don’t realize is that hybrid in person may be just as lonely as being at home.

With this being said, when students go back in person we will be seeing cases go up. There will be quarantining, disruption, fear, and rumor. It’s hard to imagine pulling this off. ...

We all are aware that any form of large gathering or parties should not be happening, and I think we can all agree that anyone hosting or attending a party right now clearly is only thinking about themselves. So my question is, how is throwing a party during a pandemic any different than us going back to in-person school during a pandemic?

Closed rooms with poor circulation? Check.

Irresponsible teenagers? Check....

I am so incredibly drained, mentally, and physically, but I’m doing my part in staying safe by social distancing and wearing a mask. Let me tell you—it’s hard. I miss my friends, I miss the chatter every morning in the halls, and I miss being in a classroom but I know how unsafe going back would be....”

**Listserve Participants:** Do you agree or disagree and what do you think other students would say about their hopes and experiences? [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

### >Links to a few other relevant shared resources

*Learning Hubs: In-Person Learning for the Whole Child*

<https://edpolicyinca.org/publications/learning-hubs>

*Be Strong Families* <https://www.beststrongfamilies.org/lpf-during-covid19>

*Youth screen media habits and sleep: sleep-friendly screen-behavior recommendations for clinicians, educators, and parents* <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5839336/>

*Student equity survey*

<https://www.acsd1.org/acsd/survey-to-be-administered-to-students-as-part-of-equity-audit-from-weeac/>

*Expanded Learning Partnerships: A Foundation for Rebuilding to Support the Whole Child*

[https://edpolicyinca.org/sites/default/files/2021-01/pb\\_vance\\_1\\_feb21.pdf](https://edpolicyinca.org/sites/default/files/2021-01/pb_vance_1_feb21.pdf)

*Telehealth in an Increasingly Virtual World*

[https://childmind.org/our-impact/childrens-mental-health-report/2020-childrens-mental-health-report/?utm\\_source=newsletter&utm\\_medium=email&utm\\_content=2020%20Child%20Mind%20Institute%20Children%E2%80%99s%20Mental%20Health%20Report%3A%20Telehealth%20in%20an%20Increasingly%20Virtual%20World&utm\\_campaign=2020-CMI-Giving%20Tuesday](https://childmind.org/our-impact/childrens-mental-health-report/2020-childrens-mental-health-report/?utm_source=newsletter&utm_medium=email&utm_content=2020%20Child%20Mind%20Institute%20Children%E2%80%99s%20Mental%20Health%20Report%3A%20Telehealth%20in%20an%20Increasingly%20Virtual%20World&utm_campaign=2020-CMI-Giving%20Tuesday)

*Planning for Uncertainty: An Educator’s Guide to Navigating the COVID-19 Era*

<https://www.gse.upenn.edu/system/files/Planning-for-Uncertainty-Guide.pdf>

*Roadmap for Resilience: The California Surgeon General's Report on Adverse Childhood Experiences, Toxic Stress, and Health*

[https://osg.ca.gov/wp-content/uploads/sites/266/2020/12/Executive-Summary\\_Roadmap-for-Resilience\\_CA\\_OSG-Report\\_12092020.pdf?utm\\_source=newsletter&utm\\_medium=email&utm\\_content=Roadmap%20for%20Resilience%3A%20The%20California%20Surgeon%20General%E2%80%99s%20Report%20on%20Adverse%20Childhood%20Experiences%2C%20Toxic%20Stress%2C%20and%20Health&utm\\_campaign=2020-CMI-Giving%20Tuesday](https://osg.ca.gov/wp-content/uploads/sites/266/2020/12/Executive-Summary_Roadmap-for-Resilience_CA_OSG-Report_12092020.pdf?utm_source=newsletter&utm_medium=email&utm_content=Roadmap%20for%20Resilience%3A%20The%20California%20Surgeon%20General%E2%80%99s%20Report%20on%20Adverse%20Childhood%20Experiences%2C%20Toxic%20Stress%2C%20and%20Health&utm_campaign=2020-CMI-Giving%20Tuesday)

*COVID-19 Trends Among Persons Aged 0–24 Years — United States, March 1–December 12, 2020* [https://www.cdc.gov/mmwr/volumes/70/wr/mm7003e1.htm?s\\_cid=mm7003e1\\_w](https://www.cdc.gov/mmwr/volumes/70/wr/mm7003e1.htm?s_cid=mm7003e1_w)

*Decisions to stop or start in-person K-12 learning aren't getting easier*

<https://www.k12dive.com/news/stopping-starting-in-person-learning-isnt-getting-easier-for-schools/589692/>

*Lost in the Masked Shuffle & Virtual Void.: Children and Youth Experiencing Homelessness Amid the Pandemic*

<https://www.schoolhouseconnection.org/wp-content/uploads/2020/11/Lost-in-the-Masked-Shuffle-and-Virtual-Void.pdf>

*5 ways schools are addressing pandemic-induced mental health issues*

[https://www.k12dive.com/news/5-ways-schools-are-addressing-pandemic-induced-mental-health-issues/593698/?utm\\_campaign=Issue%3A%202021-01-22%20K-12%20Dive%20%5Bissue%3A32034%5D&utm\\_medium=email&utm\\_source=Sailthru&utm\\_term=K-12%20Dive](https://www.k12dive.com/news/5-ways-schools-are-addressing-pandemic-induced-mental-health-issues/593698/?utm_campaign=Issue%3A%202021-01-22%20K-12%20Dive%20%5Bissue%3A32034%5D&utm_medium=email&utm_source=Sailthru&utm_term=K-12%20Dive)

*Emergency Management Planning (FREE Virtual Trainings and Modules)* The REMS (Readiness for Emergency Management at Schools) TA Center offers these resources to assist with training and exercise efforts. Topics range from developing comprehensive emergency operations plans with specific annexes (e.g., continuity of operations, recovery) to planning for specific emergency events (e.g., infectious disease, food contamination) to integrating assessments (e.g., behavioral threat, site) in preparedness efforts.

<https://rems.ed.gov/trainings/CoursesHome.aspx> [https://rems.ed.gov/TA\\_Webinars.aspx](https://rems.ed.gov/TA_Webinars.aspx)

## A Few Upcoming Webinars

2/11 Family resilience

2/11 How Parents Can Effectively Communicate with the IEP Team

2/16 Build a Positive School Culture via a Student Leadership Team

2/16 Stakeholder and Family Engagement

2/17 Mental health awareness

2/23 Beyond Equity - the Lens Through Which We Lead

2/23 The Resiliency Journey

3/3 Middle School College and Career Program

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

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

*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.

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>

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>

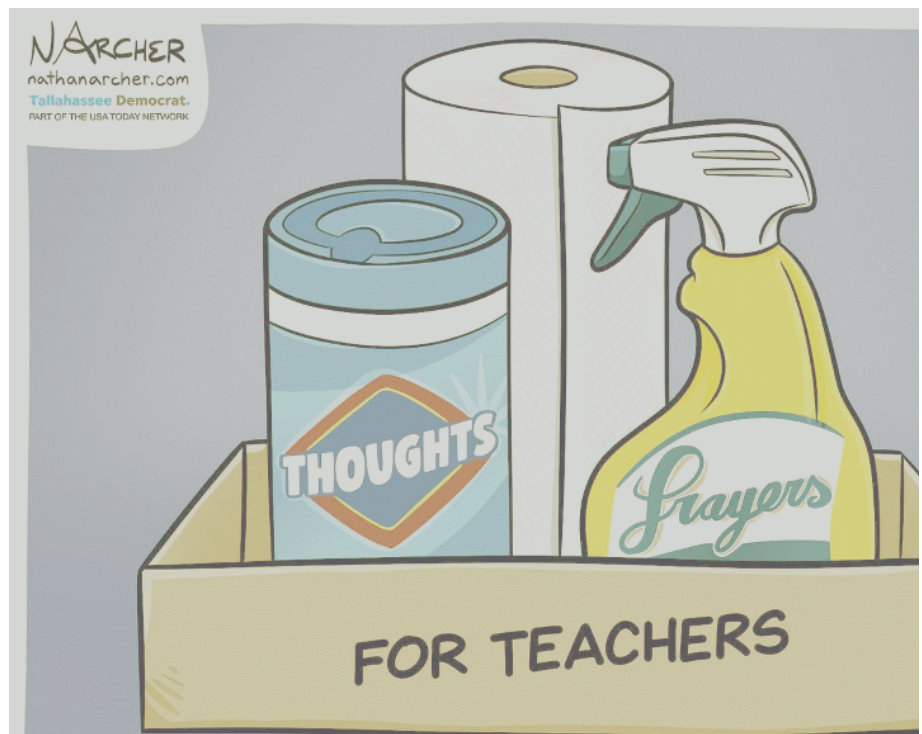
For in-depth presentations, see the following books provided by the Center at no cost:

>*Improving School Improvement*

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

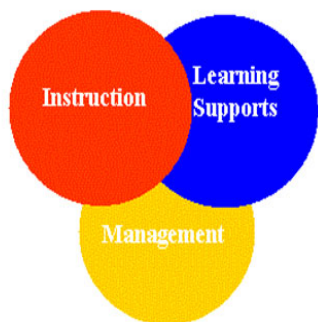
>*Embedding Mental Health as Schools Change*

(all three can be accessed at - [http://smhp.psych.ucla.edu/improving\\_school\\_improvement.htm](http://smhp.psych.ucla.edu/improving_school_improvement.htm) )





\*\*\*\*\*



*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.

\*\*\*\*\*

**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](mailto:Ltaylor@ucla.edu)

**THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!**

**For new sign-ups – email [Ltaylor@ucla.edu](mailto: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/>)**