

School Practitioner Community of Practice
(A network for sharing & exchange)
(4/7/21)

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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>**

Request from a colleague looking for

>Resources to Address Racism Against Asians, Asian-Americans, and Pacific Islanders in the U.S.

Here are some resources; hopefully we will receive more from those on this listserv.

Stopping the Spread of Hate: A Guide for Responding to Anti-Asian American and Pacific Islander Racism during COVID-19

https://www2.illinois.gov/sites/OECD/Documents/GOECD%20COVID-19%20Anti-AAPI%20Racism_Final.pdf

Responding to COVID Bullying, Bias, and Violence Against Asian Americans

<https://www.colorincolorado.org/responding-covid-bullying-and-bias-against-asian-americans>

Young, Proud, and Sung-gee (a children's book on fighting anti-Asian racism during COVID-19) <https://issuu.com/joyceylee/docs/yys2020>

Educators take a stand against coronavirus racism

<https://www.nea.org/advocating-for-change/new-from-nea/educators-take-stand-against-coronavirus-racism>

Rise in attacks on Asian Americans

<https://www.nytimes.com/2021/03/02/learning/lesson-of-the-day-a-rise-in-attacks-on-asian-americans.html>

Stop Asian Hate <https://www1.nyc.gov/site/cchr/community/stop-asian-hate.page>

A Rising Tide of Hate and Violence

https://cdn.ymaws.com/www.aabany.org/resource/resmgr/press_releases/2021/A_Rising_Tide_of_Hate_and_Vi.pdf

Let us know what else to share with the community of practice. Send to Ltaylor@ucla.edu

>Lessons learned as students return to school

From *New Data Highlight Disparities In Students Learning In Person*

<https://www.npr.org/2021/03/24/980592512/new-data-highlight-disparities-in-students-learning-in-person>

“The U.S. Education Department has released the first in a series of school surveys intended to provide a national view of learning during the pandemic. It reveals that the percentage of students who are still attending school virtually may be higher than previously understood.

As of January and early February of this year, 43% of elementary students and 48% of middle school students in the survey remained fully remote. And the survey found large differences by race: 68% of Asian, 58% of Black and 56% of Hispanic fourth graders were learning entirely remotely, while just 27% of White students were.

This disparity may be partly driven by where students live. City schools, the survey found, are less likely than rural schools to offer full-time, in-person classes. Full-time, in-person schooling dominated in the South and the Midwest, and was much less common in the West and Northeast...”

To facilitate sharing of lessons learned, we sent the following to a number of colleagues:

The challenges of opening schools for all students in the coming months are daunting. Across the country, schools/districts are at varying stages of in person learning. We would like to share experiences, cautions, recommendations based on your experiences.

- *Are students in your schools/district attending in person?*
- *What cautions would you share with others based on your experiences?*
- *What recommendations do you have in supporting*
 - >teachers and school staff?*
 - >families?*
 - >elementary students?*
 - >high school students?*

Here are some responses:

- (1) “Super good questions Every school is different and has their comfort level. My brief answer is Admin needs to meet with Faculty to problem solve opening = buy in for faculty to be part of the discussion. Then Admin needs to invite faculty to join in conversation with families to hear from them and problem solve together. The big piece that seems to be missing is admin, faculty, family problem solving and communication. The schools who have done this well are and have been open. The ones who have not done it well are not open and morale is low. District has worked with schools to use the MTSS framework for helping to understand how to bring back kids. Such as considering who to bring back once disadvantaged or IDEA or EL students have been addressed. MTSS suggests using a tiered approach such as identifying Tier 3 students who have lacked connectivity or have been absent from online learning, to select what students should come back sooner than later.”
- (2) “This week students and parents are in the process of being informed about in-person instruction. My school site has offered three different town hall meetings to discuss the logistics and answer questions.
 - Our teacher union is currently undergoing a vote to ratify the suggest hybrid schedule for our district.
 - Parents have the option to have their students return to campus or to remain online. Surveys are to be submitted by this Friday at my school site.

-Elementary grade levels are to return in person come April 19th. Here is the suggested model.

Cohort A (In Person) 8-11AM

Lunch (11-11:40) Teachers will eat lunch and students will grab lunches from the program: 'Grab and Go' and will return home.

Cleaning/Sanitizing Classrooms (11:40-12:00)

Cohort B (Online) 12-3PM

My opinions on the matter: I don't feel that it is safe to return to school in person at this time. While vaccines are being offered to teachers, not all teachers have been successful in receiving an appointment. While students are not as high of a risk in contracting COVID, parents in their households are. Some parents are not fortunate enough to receive a vaccine at this time. Students can transmit the disease back home. If 3 outbreaks occur in a single location, the entire school site will need to be shut down. It appears that the district only wants students to come back "conveniently" in time for the end of the year Smarter Balance Exam. The transitional period that is needed to come back in person will highly impact the instructional time for the class. Likewise, extra interventions that have occurred online will come to a halt to support teachers having to teach a day's instruction twice a day. Parents and students also don't understand that coming in person is not returning to normal. Students will be separated at all times and will not have the social interaction they yearn for.

In regards to support, it is really hard to comment right now. It seems that the district is more fixated on data than the real trauma school communities are facing during a pandemic.”

- (3) “ Our district has had students back since Sept/October 2020 in person and also hybrid. We as teachers do both at the same time. Meaning live lessons being taught in classroom and to those online. It’s difficult but kids have been amazing. I would say for those getting ready to go back, understand that things may happen. Technology, log ins and lack of work being turned in. Society and kids are going so much we need to give GRACE. We can only control what we can and at times we need to let other things go. Grades are sliding but as I remind all parents, learning loss is a global issue this past year not just a local one. I try to put things in perspective and know kids are strong . If student see us as positive and supportive, they will try their best. It may not be the best from the past but, they know that we care about them.

As a SpEd teacher, this has been the most challenging of my 25 year career but also the most fulfilling. Learning new ways to help students and use technology but connect with those students who most need it.

I am a mentor teacher to 2 new teachers this year they have done such an amazing job. Even us veteran teachers are thriving but it’s at a deep cost. Emotionally we are drained, and we need to take care of ourselves. The need for emotional support not just for student but for ALL educators is huge and needs to be addressed but the districts. Our district is but this will not just be a short duration but long term. School needs more counselors, psych and mental health professionals.

We have seen huge uptick in assessment and reentry meeting for student from hospitalizations. Once school gets back to the high vigor and time, I fear we will see a lot of mental health diagnosis and needs within school district.”

- (4) "All schools in our state had students in schools or parent choice for online last September. All high school athletes were able to be in football, wrestling, swimming, basketball, tennis, etc.

Our school principals, teachers, employees (cafeteria, bus drivers, custodian, all received vaccinations in Jan & then 2nd dose 28 days later.

Every online student has a chrome book. Our Tech team ensures that has every student has WiFi access at school, on the bus, and at their home. We then shared WIFI with all schools in Utah. The state paid for the WIFI. UT shared with other states how we used our WIFI.

We had TV cameras from national tv come to our district to share throughout the USA how to ensure every teacher & students have the technology in their district.

Every teacher had a camera put up in their room. At the end of the school day the teacher shared the lessons with the video to online students for the online students to do their work the next day.

The elementary principals met once a month to share how curriculum was working. Each school would bring the lessons for each grade for the next month for all elem schools- science, math, reading, etc. - that helped teachers!

We have 2 Jr High & one high school. Teachers would take turns sharing the curriculum for that month. Yes, any teacher could add or delete a topic to meet their needs.”

**Listerv Participants: How would you answer the questions we asked these colleagues?
Is this topic being discussed in your locale?**

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

>Links to a few other relevant shared resources

Related to the Georgia and Colorado shootings:

Students demand action for gun sense in America <https://studentsdemandaction.org/>

Every Town for Gun Safety <https://everytown.org/>

The Role for Caring Adults after a School or Community Tragedy
https://cdpsdocs.state.co.us/safeschools/Resources/Tragedy_After_Shooting/The_Role_for_Caring_Adults_after_a_School_or_Community_Tragedy_CSSRC_2020.03.09.pdf

Helping Youth after Community Trauma: Tips for Educators
http://cdpsdocs.state.co.us/safeschools/Resources/Tragedy_After_Shooting/helping_youth_after_community_trauma_for_educators_final_explosions.pdf

Young, Proud, and Sung-jee: A Children's Book on Fighting Anti-Asian Racism During COVID-19 <https://www.youngproudsungjee.com/>

Links to Other Resources

Disabling Inequity: The Urgent Need for Race-Conscious Resource Remedies
<https://civilrightsproject.ucla.edu/research/k-12-education/special-education/disabling-inequity-the-urgent-need-for-race-conscious-resource-remedies/final-Report-03-22-21-v5-corrected.pdf>

States Target Learning Loss with Summer School and Extended Days, but Some Parents Want Option to Hold Kids Back
<https://www.the74million.org/article/states-target-learning-loss-with-summer-school-and-extended-days-but-some-parents-want-option-to-hold-kids-back/>

The Futures of Education (a UNESCO Commission initiative)
<https://en.unesco.org/futuresofeducation/initiative>

How does game-based learning differ from gamification?
<https://www.edutopia.org/article/two-ways-bring-games-your-classroom>

A Few Upcoming Webinars

4/7 McKinney-Vento School Selection Rights

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

4/12 Inquiry as a caring act

4/20 Determining Eligibility for McKinney-Vento Rights and Services

5/13 The Role of Preventionists in Accelerating Health Equity and Communities of Well-being

5/14 Student led professional development

5/18 Pursuing Equitable Outcomes: Exploring the Intersection of Race and Disability in K-12 Education

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.

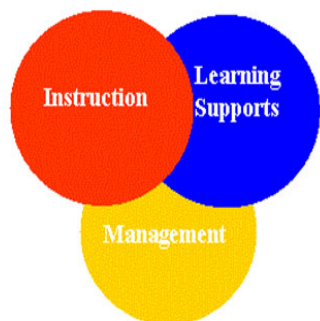
<https://www.edutopia.org/how-learning-happens>

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 more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts –

<http://smhp.psych.ucla.edu/webcast.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

**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/>)**