

School Practitioner Community of Practice
(A network for sharing & exchange)
Special Edition (3/2820)

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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

Given education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

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>

Special Edition:

Sharing Requests and Information about Resources and Actions

>Early Warning: Now is the time to Plan for the Increase in Student Problems When Schools Reopen

Intro: Everyone agrees that the lack of preparedness related to the Coronavirus pandemic made things worse. *Inadequate preparation is a recipe for worst case scenarios.*

At this time, those responsible for schools have the opportunity to prepare for the predictable problems that will appear whenever schools reopen.

As students transition back to school, there will be a significant increase in number of students who manifest learning, behavior, and emotional problems. The way schools have responded to such problems in the past will be grossly inadequate.

Proactive, out-of-the-box systemic thinking is essential to avoid reactive, crisis responding.

For the rest of this resource, see <http://smhp.psych.ucla.edu/pdfdocs/earlywarn.pdf>

>Resources related to setting up a hotline/helpline related to the crisis

Request from a colleague: “Some of my designated prevention staff may be asked to man phones to provide resources and emotional support. Is there some guidance documents that you are aware of from national orgs or institutes? Even a blueprint of scripts? Appreciate any help in this area for materials. I was looking for some basic professional guidelines for staff who have never manned a call center or resource phone bank before. Like: if it's an emergency ask them to call 911; respect your boundaries while on the phone, you're there to give resources - not advice, etc.”

Center Response: With regard to sharing accurate information, be sure the staff members are familiar with the most recent materials coming from your state department of information and your district. From the national level, the list of frequently asked questions from the CDC is helpful – see <https://www.cdc.gov/coronavirus/2019-ncov/faq.html>

>With regard to process and procedures, see

(1) *Setting up a hotline* –

https://www.thecompassforsbc.org/sites/default/files/strengthening_tools/Setting%20Up%20a%20Hotline.pdf

(2) *Setting up a helpline* – <https://www.befrienders.org/setting-up-a-helpline>

(3) *Hot Line Best Practices* –

<https://bha.health.maryland.gov/Documents/FESAT%20Drug%20Hotline%20best%20practices.pdf>

Here's an excerpt from this last resource:

>Helplines should treat information about both callers and helpline workers in confidence, as far as possible. If there are limits to confidentiality, these should be explicitly stated and examples given of the implications for callers and helpline workers.

>Child Protection, where the needs of children are prioritized and abuse is reported, may carry legal or ethical obligations in your country. This therefore must be considered when dealing with calls from or about young children

>In order to best support callers, helpline workers and other workers, confidentiality should be within the service and not between individual callers and helpline workers. If your organization offers more than one helpline, you might wish from time to time to discuss calls with helpline workers, supervisors or managers from these other services.

>It is good practice to inform the public, on your website and in your promotional leaflets, about your service policy on anonymity and confidentiality. This will help to clarify things for potential callers and creates safety for callers too.

>Neutrality - A service which is neutral or non-judgmental deals with callers needs without bias or agenda. Helpline staff will 'meet the caller where they are at' and support caller in a completely neutral way offering any and all information and support available or required. This includes information on safer drug use, abstinence and all other relevant topics. ...

This resources also offers best practice tips on:

>Challenging Calls (e.g., Repeat/Frequent Callers Best Practice, Prank Calls)

>Support and Supervision

and more.

Here is a hotline information example from the Philadelphia School District

<https://www.philasd.org/coronavirus/>

“Hotlines: SDP Hotlines will be available in ten languages, to answer questions on the Learning Guides as well as other general questions about the school closure, meals, etc. Hotlines are listed below. They will operate Monday through Thursday, from 9:30-11:30 a.m.

Email your questions: You can also email your questions to covid19info@philasd.org for reply.

FAQs: Answers, as quickly as we can provide them, to your questions during the closure, Check back often for updated information....

>District to go to online learning/grading to complete the school year

<https://www.sandiegouniontribune.com/news/education/story/2020-03-24/san-diego-unified-will-transition-fully-to-online-learning-by-April-27>

Excerpt: San Diego is one of the first large districts to announce plan for formal grading and instruction

San Diego Unified will officially start conducting school online beginning on April 27.

It is one of the first large area districts to announce a plan to return to grading and formal instruction.

“San Diego Unified will return to instruction next month to guarantee students an opportunity to successfully complete the current academic year, even as physical school facilities will remain closed until public health officials determine it is safe for students to return to classrooms,” the district said in a statement Tuesday.

The district’s plan is meant to answer the concerns of many students about whether they’ll be able to finish the school year or complete course credits to move on to the next grade or graduate.

The schedule outlined today by the district will give members of the Class of 2020 the assurance they need that they will graduate, whether or not public health officials approve a return to in-classroom instruction,” the district of 103,000 students said in the statement.

The timeline means most students will get about six weeks of formal instruction for the rest of the school year, which for most students ends on June 9.

On April 6, after the district’s spring break ends, there will be an online learning “soft launch” where teachers will start receiving training on how to transition to online instruction, according to the district’s plan.

Some of that training will focus on how to serve students with disabilities and English learners in an online format. Teachers also will start working with students remotely and identifying students “who are unable to take part.”

During the soft launch, district officials also plan to distribute about 40,000 district-owned laptops and corresponding WiFi hotspots to students who need them. The soft launch will take three weeks, according to the district’s plan. The soft launch will take so long because of the teacher training and because it will take time to clean the laptops, equip them with WiFi, and distribute them in a way that avoids crowding at distribution sites.

Many teachers who are already comfortable with online tools will start providing instruction to students earlier than April 27. Students will still be learning during the soft launch; their work just won’t be graded.

Grading and formal instruction will begin three weeks later, on April 27, for most students...

Because of the shortened timeline, teachers will have to cut down on the content they otherwise would have taught and prioritize content that is “absolutely essential.” Students should not be expected to do a full school day’s worth of work online every weekday, because that much screen time wouldn’t be healthy or realistic for students. ...

>Messages Sent Out by a School Nurse and a Superintendent

(1) *From a school nurse:* I saw on a listserv that one school nurse is leading online yoga classes with her students via Facebook. I am using social media (ClassDojo, Facebook, etc) to connect my community to resources they may need, such as food, medical care, financial assistance, mental health care. I am trying to provide some of those resources directly by delivering meals for the weekends when the school district does not supply two meals per day to our students in need. I am hoping by helping to give families access to the basics, that will reduce some of the feelings of anxiety, fear, and other emotions that can lead to trauma.

I follow the blog at <https://www.acesconnection.com/blog>. This provides me with numerous strategies to help my community through this trying tune and offers self-care tools as well. I highly recommend this site.

(2) *Message of appreciation from a county office of education Superintendent:* Over the past couple of weeks as our community and schools have grappled with the uncertainties of the current pandemic, I have seen countless school employees put aside their own concerns and focus on the needs of students and families first. They are among the many true heroes of these times, and we owe them our utmost respect and gratitude.

Food service workers, custodians, technology staff, teachers, coaches, social workers, aides, bus drivers, maintenance staff, campus supervisors, administrators and a host of other employees have come together as a community to join and support parents in ensuring that students remain safe and continue to thrive in these challenging times.

This past Friday I saw our community at its best at numerous school-based food distribution sites. I saw smiling kids who were able to exchange hand waves and smiles with their friends, and an “air-hug” and a meal from their cafeteria staff, custodians, teachers and principals. I saw caring and grateful parents – thankful for a few minutes outside and appreciative that they have a place to go to connect with other compassionate people in this time of uncertainty. I witnessed joy on the faces of the school staff who were buoyed by a sense of purpose and the knowledge that they continue to make a difference in the lives of their students.

Educators, with little notice, used their own ingenuity to redesign what teaching and learning look like in this new environment, literally over a matter of hours! Teachers and teams of curriculum staff are working tirelessly right now to implement a county-wide rollout of distance learning options for students and parents. Districts will work to every extent possible to provide students with special needs the supports they need, albeit through non-traditional technologies and approaches. Our expectation is that students will be able to stay connected to their classroom and their teachers through the use of technology and online learning. This transition is not only important for education continuity, but also for the social and emotional support and connectedness it provides.

Our County’s school districts and institutes of higher education are working collaboratively and with a sense of urgency to bring educational normalcy back to students and families. The form of education may change radically over the next several months; however, the need to provide an excellent education experience for our children remains constant.

Everyone in our county should feel proud of the prioritization of essential services to our children during this pandemic. This will truly define us as a community. Kudos to our firefighters, law enforcement, healthcare professionals, grocery workers, gas station attendants, truckers and so many others that continue to make it possible for us to operate remotely.

I am hopeful that, while our community is temporarily isolated physically, we look for ways to come together emotionally and spiritually and uplift our collective hearts. In a local neighborhood, I see parents and their children playing outside, riding bicycles and walking together while practicing social distancing. I see neighbors talking and smiling – connected perhaps for the first time. I see people sharing food and supplies, and checking in on elderly neighbors to ensure that everyone has their basic needs met.

My greatest hope is that our community rallies behind our commitment and shared efforts to make sure our students continue to feel safe, learn and thrive. We do not know when school will return to on-site learning and we are planning for every eventuality. But schools will continue to be a safe haven where essential services are deployed to neighborhoods, just as they have always been throughout our nation’s history. In the meantime, all of us can take this opportunity to reflect, to come together and help our community rise above the fear and despair. Education has always been a path out of troubled times, and I hail the unsung heroes – the education community, parents and students, who are united in our commitment to children.

Crystal balls are in short supply, yet resourcefulness, grit and courage and love are not. I know that because I have seen those qualities firsthand over the past several weeks, and I know in my heart that they will continue to guide us in the months ahead.

Listserv Participants: Let us know about other resources and actions for supporting students, families, and staff during the crisis and planning for when schools reopen.
Send to Ltaylor@ucla.edu

>Links to a few other relevant shared resources

Community Tool Kit of Resources Related to the Crisis <https://ctb.ku.edu/en/coronavirus-tools>

Resources for Families During the Coronavirus Pandemic
<https://www.common sense media.org/resources-for-families-during-the-coronavirus-pandemic>

Resources for Educators During the Coronavirus Pandemic
<https://www.common sense.org/education/coronavirus-resources>

Resources & Tips for Remote Education During School Closures
<https://thejournal.com/articles/2020/03/16/resources-tips-for-remote-education-during-school-closures.aspx>

Nationwide Resources

https://docs.google.com/spreadsheets/u/1/d/18p9OSILpSYanIoUC-gEbhVbRMYVUfw4wyrixa9ekGdc/htmlview?fbclid=IwAR0Ugilu7PAzD0SAAuxjVPkoPQ10_1BSa9PRM4j6z0ylr-sXpdiX0hGFNo#gid=0

Supporting Families During COVID-19

<https://childmind.org/coping-during-covid-19-resources-for-parents/>

Adjusting to a New 'Normal' in Education

https://ednote.ecs.org/adjusting-to-a-new-normal-in-education/?utm_source=ECS+Subscribers&utm_campaign=5bdebf3e22-Ed_Note_Daily&utm_medium=email&utm_term=0_1a2b00b930-5bdebf3e22-53599575

Managing social distancing with young children

<https://commercialfreechildhood.org/young-kids-social-distancing/?eType=EmailBlastContent&eId=9bda2ea5-c73e-4a76-9202-e2b96d618789>

CASEL Cares -- Addressing Social and Emotional Needs Related To COVID-19

http://r20.rs6.net/tn.jsp?f=001Fn4SuXeEh1ZlvVifoXtzqcJi82a2x5OYYULmVrVwOv0jxpnH9e9Ep6QgfFXIS4n54IEEuuuqo5av2etnGbK0oOXkI-Qq4ndM7yMBGQ6vWJh54YmKs18PYCdX_9vixW1JXyK3YtMPR9cIKkvSkySF5yuJqBxCHMw5&c=EQBczPI1OI22fTIi9LikiXHUFFbzZC1FRqjMJ8N9TicND5k1O8a0Ew==&ch=52rKsGBACNrlvuZuNrknlx59dtnXbvWqwPNTZjmfDND3pBfJ7V12A==

Teacher, Interrupted: Leaning into Social-Emotional Learning Amid the COVID-19 Crisis

http://r20.rs6.net/tn.jsp?f=001Fn4SuXeEh1ZlvVifoXtzqcJi82a2x5OYYULmVrVwOv0jxpnH9e9Ep3ndoqYeD uclMG7HkqFlzJnHrDOE63dH7_ZZQ2-rZB9IRu3eUga0mD-ACg_VvB6NpFDH-kWnDtvYawlUfVq6N1au5y-fcQvzEtMGmvNioDCh6-xTppy28WMrnl88WoqeC_Zq0qQuuG6QXdDx7JhQITNxrP7yb8eZ0W0-V0SgYe6p0E0Ou-WNNBm5PjT688XNczGT9GnQlj8QiM_RYNHJIUu8iQX1vejJA==&c=EQBczPI1OI22fTIi9LikiXHUFFbzZC1FRqjMJ8N9TicND5k1O8a0Ew==&ch=52rKsGBACNrlvuZuNrknlx59dtnXbvWqwPNTZjmfDND3pBfJ7V12A==

How Schools Are Scrambling to Protect Homeless Students as Coronavirus Disrupts Lives

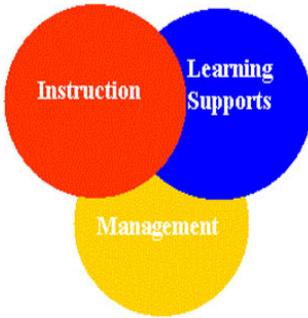
https://www.the74million.org/article/reaching-our-most-invisible-population-during-a-pandemic-how-schools-are-scrambling-to-protect-homeless-students-as-coronavirus-shatters-safety-nets/?utm_source=ECS+Subscribers&utm_campaign=3eab072ae5-ED_CLIPS_2020_03_26&utm_medium=email&utm_term=0_1a2b00b930-3eab072ae5-53599575

Your upset, How can I help?



Just let me out of here!

*Equity of opportunity is fundamental to enabling civil rights;
transforming student and learning supports is fundamental to
enabling equity of opportunity, promoting whole child development,
and enhancing school climate.*



**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

***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/>)***