

School Practitioner Community of Practice
(A network for sharing & exchange)
(5/20/20)

Contents

- > **Responding to COVID-19 with innovative student/learning supports**
- > **Student/learning support staff are reaching out to students**
- > **About being at the planning table for school re-opening**
- > **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

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

For discussion and interchange:

Responding to COVID-19 with innovative student/learning supports

There are growing references to an increase in mental health problems related to the pandemic. The concern is how to deal with the matter.

In the past, there have been many well intentioned initiatives and policy reports focused on expanding mental health services in schools. However, schools have never had the resources to scale-up a clinical approach for responding to students manifesting emotional problems. And with tightening budgets, thinking in these terms simply is unrealistic.

Here is an example of what colleagues are saying:

“...Schools across the country are scrambling to prop up students emotionally and mentally during frightening, uncertain times when their ability to respond is greatly diminished.

For educators, school psychologists, and school counselors, who have traditionally relied heavily on in-person interactions to gauge and boost their students’ well-being, this period poses unique challenges and high stakes. ...”

<https://www.edweek.org/ew/articles/2020/05/01/schools-struggle-to-meet-students-mounting-mental-health.html>

The challenge and the opportunity at this time is to be innovative and revamp available student and learning supports, including mental health interventions.

Here is an example of what one organization currently is offering youth as an opportunity to share their emotions and reactions to the current situation.

Excerpt from: *Virtual Youth Summit Supports Student Agency and Community-Building During COVID-19 School Closures*

https://aurora-institute.org/cw_post/virtual-youth-summit-supports-student-agency-and-community-building-during-covid-19-school-closures/

“Living and Learning During A Pandemic is the theme of an online youth summit... that is a strategy for student voice and community-building during the COVID-19 school closures.

The Spring 2020 Youth Summit is structured as a daily video chat...

Conversations, Surveys, and Leadership Training...

“When you think about everything a day of school means for a young person, missing now is all those interactions with friends and peers, feeling like part of a group, finding ways to express your identity, your ideas, your style, among other young people. Students need a space to be together to talk about and process what they are experiencing. Young people have so much to share, so much that needs saying and hearing. We hope the summit can be a chance to share what all this has been like, hear from others, build on ideas, create some clarity, positivity, and hilarity, and have an hour of conversation that flies by, each day. While we’re veering six feet apart, it is also true that we need to be in this together.”...

The summit’s designed to meet students where they are during the pandemic, provide opportunities for students to share their current experiences, coping mechanisms, and feelings about remote learning, and move on to building students’ leadership skills and supporting their desire to take positive action...

>What’s Happening?

What is happening for you, your family, your community? How are you feeling?

What issues are on your mind? What experience do you want to share? How are you coping, and what makes you feel better? How can we see our experience in a larger context? Who or what is helping? What do you hope for?

>What and How Are You Learning?

What is remote learning like so far? How is it the same as/different from regular school? What do you get from a day in school vs. from remote learning? What do you miss? How are you connecting with teachers, peers? What equity issues are students experiencing with remote learning? How is mastery helping? How are culturally responsive-sustaining practices helping?

>Building A Network for Student Voice

What power can student voice have right now? What do students need? What issues are most important to YOU (students)? What equity issues do we want to uplift through student voice? What are our change ideas? How can we build community? What advice/expertise can we share out with each other? What steps can we take as youth advocates? What do decision makers need to hear from students?

> Leadership Skills

How can we create clear goals around the 1-3 issues youth find most pressing? How should we take action? How can youth and adults be partners in making change in our school system, right now? How can we be creative?

The Youth Summit... encompasses many of the quality principles for competency-based education, such as being responsive to student needs, fostering the development of a growth mindset, committing to equity, activating student agency and ownership, designing for the development of higher-order skills, and nurturing a culture of learning and inclusivity. It’s a powerful model that other schools and networks could follow during the COVID-19 pandemic and beyond.”

Center Comments: Big picture planning must now focus on how schools will address barriers to learning and teaching and re-engage disconnected students. Teachers know that emotional, behavior, and learning problems overlap and interfere with the best laid plans for instruction. And they know they will need in-classroom and schoolwide assistance to enhance equity of opportunity for success at schools for many students.

Before the pandemic, we laid out prototypes for reframing student and learning supports. See the two books we make free and accessible online:

>*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 prototypes provide blueprints for adapting current policy and practices to unify and weave together available resources and rework the operational infrastructure at schools and districts.

In response to the current situation, we are incorporating the frameworks into a work tentatively entitled: Embedding Mental Health as Schools Change. It will be available for free access on our website sometime next month. If you want online access to a pre-publication draft, let us know, and we will inform you when it is in good enough shape to share. (Send requests to Ltaylor@ucla.edu)

Listserv Participants:

What are your views about what should be planned with respect to addressing concerns about student mental health?

Send to Ltaylor@ucla.edu

For sharing, discussion, and interchange:

Student/learning support staff are reaching out to students

“ The school nurses in my district have collaborated together to develop lessons for students that are posted to Schoology. These are listed under the "specialist" category with PE, art, music, etc... and are completely voluntary. This week the elementary nurses read a book about coronavirus. – *Corona Virus: A book for children*

<https://nosycrow.com/wp-content/uploads/2020/04/Coronavirus-A-Book-for-Children.pdf>

Each elementary nurse read a portion of the book and in the end we all said "in this together" together. I created a video introduction for the students in my school asking them to send me questions, concerns or comments after watching the video. ... Next week, I we are posting lessons about asthma for May is Asthma Awareness Month. I am creating a video demonstration on how properly use an inhaler using a chamber to add to the list of resources.

I also touch base with parents and students I saw frequently to keep in touch and provide support for parents during this time of quarantine. I am hearing lots of frustration from parents, especially from those who have students with special education needs. I am also finding that my children living in unstable home (economically, emotionally, etc..) are beginning to drop off the grid - They are not responding to various ways I have tried to reach them, virtually or by phone.

I spoke with a few of the classroom teachers with whom I work. Our children who struggled while in school continue to struggle at home. Our special education teachers especially talk about how difficult they find getting students to log into the online educational platform, even though every family was provided an iPad or Chromebook. Our students who are English language learners struggle because many of their parents do not speak English and are unable to support their children. This places many children at a disadvantage compared to other children with strong home support.

Summer school will be a new challenge but I will do everything I can to overcome barriers in order to meet the needs of my students and families. I think we need to continue to try out best and keep trying to work through the barriers.”

Follow-up to: Call to action about being at the planning table for school re-opening

We got this request from the field in response to our call to action email on

Task Forces Forming to Provide Recommendation for Re-opening Schools:

Student/Learning Supports Leaders Need to be at the Table

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

“Do you know how one can be part of the task force, that is being assembled to re open schools?”

Center Response: Those who understand the importance and are ready to find a place at planning tables might start by contacting your district to see what they have organized. If a planning group is in place, determine if there is adequate representation for student/learning supports. If not, point this out by clarifying the implications; then volunteer to fill the gap and send along a CV to highlight qualifications to play a significant role.

If the unlikely case that there isn't a district planning group in place, go ahead and contact a small group of colleagues and form an online workgroup to prepare some recommendations. Share the recommendations with the district's student/learning support staff (e.g., counselors, psychologists, social workers, nurses etc.) for feedback. Refine the recommendations and forward them to the district's school board and administrators.

Establishing online teams at school, district, and state levels to plan and provide enhanced student/learning supports now and when students return

Here is what we shared in the 3/27 community of practice:

This is a much needed time for those responsible for student/learning supports to be connected as a team focusing on providing for students, families, and staff -- both now and in anticipation of when schools reopen. Most teams can be connected online; emails and conference phone calls are other means. Clearly, we all are learning new ways to continue to support students/families/staff during the crisis. At the same time, schools must start planning for the increased number of learning, behavior, and emotional problems that are likely to manifest as student transition-back to school. The situation will require new thinking about how staff works together.

For schools to meet the challenges ahead, they will have to end the marginalization, fragmentation, and counterproductive competition related to providing essential student/learning supports.

Here are a couple of relevant resources:

> *What is a Learning Supports Leadership Team?*

http://smhp.psych.ucla.edu/pdfdocs/resource_coord_team.pdf

> *What Is a Unified and Comprehensive System of Learning Supports?*

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

Listserv Participants:

What is the plan in your local district/school for enhancing student/learning supports when schools re-open?

Send to Ltaylor@ucla.edu

>Links to a few other relevant shared resource

Telehealth for Kids

https://childmind.org/article/telehealth-for-kids/?utm_source=newsletter&utm_medium=email&utm_content=%20Parents%20Guide%20to%20Problem%20Behavior&utm_campaign=Weekly-05-12-20

Workbook: Psychological First Aid for Frontline Health Care Providers During COVID-19

https://www.dropbox.com/s/fylmzia3kq6ddhu/Psychological_FirstAid_HealthCare_COVID-19_Workbook_Final_April82020.pdf?dl=0

The state of mental, emotional, and behavioral health of children and youth in the United States

<https://www.nap.edu/>

Wiki guide to telepsychology <https://bit.ly/HGAPStelepsychology>

First Aid for Feelings: A Workbook to Help Kids Cope During the Coronavirus Pandemic
a free 16-page downloadable workbook available in English and Spanish for children
<http://teacher.scholastic.com/education/coronavirusworkbook/index.html>

Disability, Race, and Structural Inequity: COVID-19 and the Long-Term Care Workforce
http://r20.rs6.net/tn.jsp?f=001fp-SZWqmX-zKB4adh53AnbzIRwuY_CvYdXfYayfN5lx6KPBqOGw-NioscYD oKyTWaE9lJoMS7tJeC0DOn3Tx64Pe5CGOPUPud2QyfMrEtVIVc-ivkncp8HHqo70hT1veY_1G4qjognMiSz Tog5V91qPcpnmLkGz4aROf96CPFbBqQVKHaS4bvI dp10vq9FNa94qlEpSwA86juzxaNmtRJKZOJ_xaHPn AbP9sae02xCYSfD6ZPVcFjIM-1Vul-VF&c=UssCovP-93OkVnu5apUr6-u_gPWIKuNQDEBCgWoc0aY93R QTu2S7Gw==&ch=uXPyzZX8KV1sbi3hrDiMFvVeuIutlkkwVSi3ThgpB-e3yxNGrnG7Q==

Preparing for Back to School: How to Use a Task Force to Drive Planning
<https://www.techlearning.com/how-to/preparing-for-back-to-school-how-to-use-a-task-force-to-drive-planning>

Webinars

- >A series from the National Youth League Council https://www.nylc.org/events/event_list.asp
- >6/17 – *Addressing Education Equity through Service-Learning*
- >7/15 – *Building Peace through Service-Learning*
- >8/19 – *Addressing Environmental Challenges through Service-Learning*

For more webinars, go to the our Center’s links to *Upcoming/Archived Webcasts/Podcasts* –
<http://smhp.psych.ucla.edu/webcast.htm>

For links to activities to pursue while schools are closed, see
<http://smhp.psych.ucla.edu/pdfdocs/homeactivity.pdf>
and previous special editions of the Community of Practice.

Here’s another good list of *Family Resources for Remote Learning*
https://childmind.org/guide/family-resources-for-remote-learning/?utm_source=newsl etter&utm_medium=email&utm_content=VIEW&utm_campaign=Weekly-04-21-20

Activity for today

Attend a virtual workshop exploring a Time Capsule from 2076
<https://youtu.be/7ecnJtzcdjo>

The premise of this activity is that a glitch in time travel has resulted in a box buried 56 years in the future has been unearthed today. Join in figuring out what the mysterious objects are inside the capsule. Then write a story about what life is like in the future!

For other virtual workshops from this group, go to <http://826la.org/virtual/>

What are you upset about now?



I heard rumors that school’s may be re-opening.

Alabama's Schools Could Re-open as Early as June for Older Students

Attending Summer School and Athletic Programs

Excerpt from: <https://www.al.com/news/2020/05/alabama-schools-could-reopen-in-june-for-some-students.html>

Alabama State Superintendent Dr. Eric Mackey laid out a road map of sorts on how to finish out this school year, work through summer, and how the new school year could start in August.

That road map is not final and is completely dependent on how the coronavirus pandemic proceeds.

"We may move forward and then we may have to retract," Mackey said. "We're in phase one right now," Mackey said. That includes distance learning, either online or through paper instructional packets.

The next phase: "Starting June 8th we could have older kids, 13 and older, coming onto campus in groups of 10 or fewer, for basically summer practice and workouts." He said older students are more likely to follow social distancing guidelines. Summer school could also happen for that age group.

July 6 starts the next phase where younger students could come back on campus.

Summer literacy camps on campus for students in kindergarten through third grade, a requirement under the Alabama Literacy Act, are going to have to wait until at least July 6. Those camps may still be difficult at that time, so the camps may have to wait until schools reopen for the next school year.

Early August starts the next phase, Mackey said. "We would be able to return to band practice, football practice, volleyball practice."

Starting the 2020-21 school year.

While school calendars are decided by local boards of education, Mackey said he has asked superintendents to consider pushing start dates toward the end of August.

He does not anticipate students, teachers or parents having to wear masks while at school. "It's not necessarily bad practice, we just don't know how practical it is for a whole school to do that." And while schools are kept clean now, he said there will likely need for increased "next-level" effort. "We're talking about wiping down doorknobs multiple times a day."

School officials need to consider how many visitors they allow inside the school. "Do you let grandmothers and grandfathers come and eat lunch with their students anymore," or should that practice be put on hold until a national vaccine exists?

When school starts, Mackey said they will spend a lot of time assessing students to see where they are and how to best move students forward. That will be a big challenge for schools and teachers. "It will take us two to three years to really recover" The recovery goes beyond academics, he said. "We're going to deal with trauma and mental health issues we've not seen before."

While state funding for education appears to be solid for the coming school year, no one knows yet what to expect in the future. Alabama lawmakers plan to pass the education and general fund budgets next week.

There is still a lot of planning to do and things to consider in how schools will safely reopen, Mackey said, and the unknown trajectory of COVID-19 makes it tough to nail down those plans. "I'm hoping, as everybody else is hoping, that the economy can reopen, and life can appear to be more normal as quickly as possible." But realistically, he said, "The fallout from this will last for years."

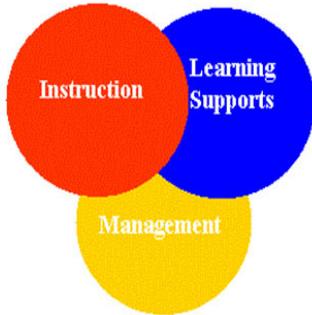
2020 graduation

Meanwhile, work is still underway to wrap up the current school year. Most schools in Alabama are sticking with their original calendars and shutting down between May 20 and May 25, he said, even though the school year was officially extended through June 5.

Mackey said some districts were still holding out hope they could hold "regular graduation ceremonies in the gym" in May. "I've made it clear that is just not an option. We just can't do that," Mackey said. "If they want a ceremony like that, they're probably looking at end of the summer."

Some schools instead are looking at holding modified graduation ceremonies for 2020 seniors at places similar to a drive-in movie. "Families stay in their cars, students still have to be socially distant," he said. Others are planning drive-through graduations, like a parade of seniors. Still other school districts have announced plans for June or July graduation ceremonies, but many plans are still on hold waiting to see what kind of ceremony might be possible.

**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

DEAR READER:

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.

For those who are employed by state and local education agencies and schools, we know you are busy. It would be great to share what actions you are taking to address immediate concerns and how you are anticipating the problems that will arise when schools reopen.

*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.*

**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/>)***