

News & Announcements

REQUESTS FOR PROPOSALS (RFP)

CCEE is currently accepting submissions for the [Development & Delivery of Resources and Services to Support Professional Learning Activities for LEAs](#) RFP to build capacity for improving student outcomes and to support high priority needs for California LEAs as they respond to the evolving educational environment in response to COVID-19, distance and hybrid learning, and social justice/equity issues.

Review of Proposals began on October 26, 2020 and will continue to be reviewed as they are received, through February 26, 2021.

Creating Safe and Supportive Classrooms in Distance Learning Environments

By **Tom Armelino, Executive Director**

With the severely disrupted 2019-20 school year behind us, the majority of students receiving their education in virtual settings, and the pandemic still front and center in our communities, the need to connect and re-envision partnerships with students and families has never been more important. Historically, engaging with families to reduce barriers and partnering with them to support their children's learning needs has never been easy. Moreover, fostering an inclusive environment that elevates student voice and agency and allows them to contribute to their own learning can be challenging in a virtual setting. It is crucial that we reimagine these efforts to assure students are safe and develop plans to reach out directly to students and families to assure they have the supports necessary to succeed both academically, socially, and emotionally in a virtual setting.

The pandemic has left many students and adults struggling and in crisis, according to a nationwide [Gallup poll in June](#), with 70% of parents reporting their child is experiencing either major or minor challenges as a result from being separated from their classmates and teachers. It's not just being separated from school in which students are suffering. In a recent presentation by the Department of Justice, "[Protecting Students During the COVID-19 Crisis: Recognizing and Responding to Child Abuse and Sexual Exploitation](#)," statewide reports of suspected child abuse have dropped 28% from April to August compared to the same time period in 2019. This would normally be good news, but with educators serving as the largest reporters in the state with 21% of all reports, many cases of child abuse are going unreported in virtual settings without the ability to assess the health of children in our classrooms and schools. Based on the same Gallup poll mentioned above, we also know that adults too are struggling with social distancing practices and closures, with 15% reporting that they are experiencing harm to their own emotional or mental health. The pandemic has only deepened deeply rooted social and racial injustices and perpetuated educational inequities due to a lack of access to school learning for those who have always been underserved in our school systems. Add in the economic downturn, unemployment rise, racial injustice, political differences, and undisputed pressures educators are feeling to provide a more robust distance learning program, all while the global health crisis still rages in our communities.

"I honestly do not know which way to duck! With so much coming at me, every time I think I solved one crisis, another arises, and with every solution comes two more problems."

- California school leader

As California schools continue to open and children reacclimate to school, new social, emotional, and mental health challenges will continue to be amplified. In this month's newsletter, you will find additional resources to support and foster the well-being of students and staff in distance and hybrid learning settings.



Click [here](#) to read Tom's full commentary.



SYSTEM OF SUPPORT ALL LEADS MEETING - 10/29/2020

- [Introducing the 21st Century California School Leadership Academy \(21CSLA\)](#)
- [Measuring Impact on Equity Work \(Equity Lead SDCOE\)](#)
- [Ways 2 Equity Playbook \(Equity Lead SCCOE\)](#)
- [Enacting the English Learner Roadmap Policy \(EL Roadmap EWIG\)](#)
- [The California Coalition for Inclusive Literacy \(Special Education EWIG\)](#)

All presentations, slides, and resources have been archived on the All Leads Meeting page on the CCEE [website](#).

Direct Technical Assistance District Spotlight

INGLEWOOD USD'S EFFORTS TO SUPPORT STUDENT AND STAFF WELL-BEING

Supporting and fostering the well-being of students, families, and staff has been the top focus for LEAs across California. In response to COVID-19 related needs, Inglewood Unified School District (IUSD), one of our Direct Technical Assistance (DTA) districts, has partnered with the Los Angeles County Office of Education (LACOE), City of Inglewood, Inglewood Teachers Association (ITA), and other local partners, including the Los Angeles Rams, to launch a variety of wellness initiatives for students, families, staff.

The Los Angeles County Department of Mental Health's new Wellbeing line has been promoted in [IUSD newsletters](#) and [communications](#) as a resource, specifically for teachers and school staff continuing to work during the pandemic. Other initiatives include parent academies and partnerships with the YMCA to support parents in need of childcare. IUSD has also partnered with organizations and various community partners to support regular food distributions for the entire community. In addition to the 37,000+ meals that were served during the summer months, over 50,000 breakfast and lunches have been served since the reopening of schools. IUSD has proudly partnered with Food Forward, Social Justice Learning Institute, Don Lee Farms, and Los Angeles Regional Food Bank to distribute protein boxes, canned goods and fresh vegetables every Friday through October.

At the school level, each K-8 school begins each Wednesday with a virtual school activity to support deep connections and relationships in a distanced world. In these complex times, the district administrators, teachers and staff of IUSD are finding ways to volunteer and offer support, both to students and families, as well as to each other. A focus on the whole child and the community is what is most needed right now to support learning, and it is what many LEAs across California are also committed to doing for their communities.

Revisiting Key Tools & Resources from the Continuity of Learning Playbooks

We are excited to share new tools and resources embedded within the Trauma-Informed SEL component of the [Continuity of Learning Playbooks](#) to support the well-being of students, families, and staff. A few are highlighted below.

- [Counseling Letter of Services and Support](#) for families, which outlines information regarding food services and distribution, free counseling and mental health services, and tools for parents and their child(ren) at home
- California Association of School Counselors (CASC) [COVID-19 K12 Counseling](#), which provides resources to support [educators' mental health](#), as well as tips and tools to [support families and faculty](#) in their distance learning experiences

CCEE is continuing to expand the Continuity of Learning Playbooks. Additional resources are being added regularly and we encourage you to stay tuned!

Local Efforts to Address Mental Health & Wellness

#COMEBACKCASCHOOLS

- Marin COE offers [resources](#) To support mental health and wellness. Click [here](#) to hear Marin County high school students discuss mental health, wellness, and student engagement with their district leadership teams.
- San Juan USD offers a virtual [Wellness Room](#) for students, families, and staff. Additional resources can be found on SJUSD's [Online Family Resource Center](#) and [Family Resources Hub](#).

Resources to Support Mental Health & Wellness

CA PARENT & YOUTH HELPLINE

- (855) 4A PARENT or (855) 427-2736
- [caparentyouthhelpline.org](#)

CHILDHELP NATIONAL CHILD ABUSE HOTLINE

- (800) 4A CHILD or (800) 422-4453
- [childhelp.org](#)

CASC COVID-19 K12 COUNSELING

- [covid19k12counseling.org](#)

ADDITIONAL READINGS

- [How to Grow Teacher Wellbeing in Your Schools](#)
- [3 Recommendations to Support School Leaders During the Coronavirus Pandemic](#)
- [How Principals and District Leaders are Trying to Boost Lagging Teacher Morale During COVID-19](#)