

**29 Years &  
Counting**



# ENEWS

A Monthly Forum for Sharing and Interchange



August, 2015 (Vol. 19 #11)

*Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? Concerned about equity of opportunity? Concerned about whole child development? This newsletter focuses on relevant policies and practices.*



**We encourage you to forward this to others. If this has been forwarded and you want to receive it directly, contact [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**



*For more on resources from our national Center, see <http://smhp.psych.ucla.edu>*

## WHAT'S HERE THIS MONTH

### **\*\*Pressing Issue**

**>Engaging in fundamental discussions about improving how schools address barriers to learning and teaching and re-engage disconnected students**

### **\*\*News from around the country**

### **\*\*This month's focus for schools to address barriers to learning**

**>Welcoming student and families back to school**

### **\*\*2015 National Initiative for Transforming Student & Learning Supports**

### **\*\*UCLA Center Resources Update**

### **\*\*Access links about:**

**>Upcoming initiatives, conferences & workshops**

**>Upcoming and archived webcasts, video, and online professional development**

**>Calls for grant proposals, presentations & papers**

**>Training and job opportunities**

### **\*\*A few other helpful resources accessible from the internet**

### **\*\*Additional recent publications relevant to**

**>School, family, & community**

**>Policy, systems, law, ethics, finances & statistics**

**>Child, adolescent, and young adults' mental and physical health**

### **\*\*Comments, requests, information, questions from the field**

## **PRESSING ISSUE**

### **>Are you engaged in fundamental discussions about improving how schools address barriers to learning and teaching and re-engage disconnected students?**

**A**ssuming that the U.S. Senate's version of the ESEA reauthorization prevails with respect to how key decisions are pushed back to the states, the issue arises:

*What will states and localities do to guide school improvement in unifying and developing effective systems for addressing barriers to learning and teaching and re-engaging disconnected students?*

Note: That issue is before all of us no matter what happens with the reauthorization of federal law.

At this juncture several states departments of education have discussed the matter, but only one has taken action to guide changes. That one is Alabama — see

<http://www.alsde.edu/ofc/ols/Documents/ALDOEDesignDocument.pdf>  
[http://ballotpedia.org/Comprehensive\\_system\\_of\\_learning\\_supports](http://ballotpedia.org/Comprehensive_system_of_learning_supports)

Several districts have been pioneering changes as well – see  
<http://smhp.psych.ucla.edu/summit2002/trailblazing.htm>

Clearly, every SEA, LEA, and school is doing something about factors that interfere with school performance. However, the matter has been so marginalized in school improvement policy for so long that there has been no fundamental change with respect to how schools frame student and learning supports to enable student success. What is being done currently is far from good enough and tends to leave teachers without sufficient supports when confronted with the many students who are not doing well.

Schools aspire to enhance equity of opportunity. Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to enabling equity of opportunity and promoting whole child development.

We are asking everyone who is concerned about school improvement to start now in engaging others in discussing this issue. As a kick-off, send us your views and any information about what you know is going on to transform student and learning supports. We will share what we receive on our listserv platform (over 108,000 across the country), and will post on our website and facebook. This will help stimulate an essential exchange that can be a catalyst for transformation.

**Send something as soon as you can to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

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For a range of resources related to this concern, see  
**2015 National Initiative for Transforming Student and Learning Supports**  
<http://smhp.psych.ucla.edu/newinitiative.html>

***And remember that whatever Congress does, state and local policy makers can and need to move forward in ending such marginalization.***

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## NEWS FROM AROUND THE COUNTRY

**Education Department, Department of Homeless Services to target students at risk of becoming homeless.** The New York City Education Department is teaming up for the first time with the Department of Homeless Services to target students who are at risk for becoming homeless. Workers from both agencies are visiting 25 of the city's most at-risk schools to raise awareness of services available from the city's Homebase anti-homelessness program. Those services include help with rent, financial counseling and job training. City schools leaders said the Homebase program helps to create stable homes, which, in turn, helps students do better in the classroom. The new partnership between agencies aims to keep 59,000 kids out of shelters. 6/24/15  
<http://www.nydailynews.com/new-york/education/exclusive-nyc-target-students-risk-homelessness-article-1.2268915>

**School bullying data questioned.** A Long Island prosecutor says compliance with New York state law requiring schools to report incidents of bullying, harassment or intimidation is a "disaster." Acting Nassau County District Attorney Madeline Singas found 58 percent of all schools statewide failed to report even one incident, and 82 percent found no incidents of cyberbullying. The Governor has ordered the Education Department to conduct a review of compliance. Every school is required to appoint a coordinator to oversee implementation of the law, but many schools fail to make contact information on the coordinators readily available to parent and student who may need their assistance. Some school officials might fear the negative repercussions if their district is reporting too many incidents and the stigma that goes along with being designated as a "persistently dangerous school." 7/3/15 <http://www.timesunion.com>

**Have Millennials turned away from teaching profession?** Education planners in a number of states are looking with alarm at the sudden drop of college students entering the teaching profession. In North Carolina, school administrators are already dealing with a teacher shortage as enrollment in the state university's educator preparation program has fallen 28 percent since the fall of 2010. In Michigan, the decline has been closer to 40 percent between 2009 and 2013, the most recent data available. And in Georgia the drop has been almost 36 percent. The experience in California dates back more than a decade and shows a decline of 74 percent in the number of students enrolled in teacher preparation programs. There is also a growing sense that Millennials as a group view the teaching profession as less desirable than did their parents or grandparents. The U.S. Department of Education reports that the nation's elementary and secondary schools employed close to 3.5 million full-time equivalent classroom teachers. Of that total, 44 percent were under age 40 in 2013 which is why federal officials say schools will need to hire 1.6 million new teachers to replace baby-boomer educators retiring over the next ten years. 6/29/15  
<http://www.cabinetreport.com/human-resources/have-millennials-turned-away-from-teaching-profession>

**Body cameras making their way into schools.** As police departments across the country adopt the use of body cameras, an Iowa school district is following suit, outfitting its principals and assistant principals with small, clip on video cameras. Burlington Community School District is taking the unusual step of recording parent and student interactions with administrators, a move district officials say will protect both sides. Houston Independent School District in Texas also announced that school police officers will wear body cameras this fall. It has been 10 years since cameras were installed in Burlington school hallways, stairwells and lunch rooms. In addition, cameras on school buses record student passengers and the driver, as well as other drivers on the road. 7/5/15  
<http://www.desmoinesregister.com>

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Quote from the above story about body cameras:

***You have to ask, really, why are we doing this? And is it going to create more problems than it solves? They're not in the dark alleys of local streets on the midnight shift. They're in school with children.***

Ken Trump, National School Safety and Security Services

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*Note:* Each week the Center highlights newsworthy stories online at <http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>  
If you see a story that should be included, let us know. Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu).

## **THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

### **>Welcoming Students and Families back to School**

**S**tarting a new school year can be scary. Changing grades, changing schools – are among the many transition demands with which students and families regularly cope.

It is not uncommon for students and parents to feel unwelcome at school. The problem may begin with their first contacts. Efforts to enhance welcoming and facilitate involvement must counter factors that make the setting uninviting and develop ways to make it attractive. Those concerned with school improvement and school climate must ensure a school has an effective welcoming program and ways to provide ongoing social support.

Some families are not sure how to interact with the school. Three ways to help them feel welcome and a part of things are to:

- ensure the Office Staff are provided with training and resources so they can create a welcoming and supportive atmosphere to everyone who enters the school\*
- establish processes whereby teachers invite a student and family to a Welcoming Conference that helps clarify student and family interests and answers their questions
- provide workshops and follow-up assistance for teachers to help them establish welcoming procedures and materials.

\*When a family comes to register, it is essential that there be a designated staff/volunteer to welcome and provide information (in primary languages). This includes information about needed documents (e.g., residence, immunizations) and how to access missing documentation. In registering a new student and family, someone needs to welcome and begin an orientation and tour, with initial introductions to teacher(s), principal, support staff, and others. This includes providing information about matters such as: (a) how the school runs each day, (b) special activities for parents and students, (c) community services they may find helpful, (d) parents who are ready to help them join in, (e) students ready to meet with new students to help them join in, and (f) how the family can help the child learn and do well at school.

And, because the emphasis is on Welcoming, any written material given out at this time specifically states WELCOME and is limited to simple orientation information. To the degree feasible, such material is made available in the various languages of those likely to enroll at the school.

All this is meant as a chance to get to know teachers and school and for teachers to facilitate positive connections between family and school such as helping the student and parents connect with a school activity in which they seem interested. Like any other interventions, efforts to welcome and involve new students and families require institutional commitment, organization, and ongoing involvement. That is, the process must be school-owned, and there must be a mechanism dedicated to effective program planning, implementation, and long-term evolution.

Anticipated overall outcomes are reduced alienation and enhanced motivation and increased involvement in school and learning activities. Over time, effective articulation programs help reduce

school avoidance and dropouts, as well as enhancing the number who make successful transitions to higher education and post school living and work.

### Communications to Enhance Welcoming

A prime focus in addressing welcoming is on ensuring that most communications and interactions between the school and students and families convey a welcoming tone. This is conveyed through formal communications to students and families, procedures for reaching out to individuals, and informal interactions. Communications and invitations to students and their families can be done in two forms:

- general communications (e.g., oral and written communications when a new student registers, classroom announcements, mass distribution of flyers, newsletters)
- special, personalized contacts (e.g., personal conferences and notes from the teacher).

For those who are not responsive to general invitations, the next logical step is to extend special invitations and increase personalized contact. Special invitations are directed at designated individuals and are intended to overcome personal attitudinal barriers and can be used to elicit information about other persisting barriers.

For more ideas on planning a welcome to the new school year, see:

> *Transition Programs/Grade Articulation/Welcoming* –

[http://smhp.psych.ucla.edu/qf/p2101\\_01.htm](http://smhp.psych.ucla.edu/qf/p2101_01.htm)

> *What Schools Can Do to Welcome and Meet the Needs of All Students and Families* –

<http://smhp.psych.ucla.edu/WELMEET/welmeetcomplete.pdf>

> *Welcoming and Involving New Students and Families* –

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

In general, schools need to build their capacity to address transitions proactively and in the process to be guided by their goals for enhancing personal and social functioning. This requires school-wide and classroom-based intervention systems designed to enhance successful transitions and prevent transition problems. Every transition can exacerbate problems or be used as a natural opportunity to promote positive learning and attitudes and reduce alienation. Examples of programs include school-wide and classroom specific activities for welcoming new arrivals (students, their families, staff) and rendering ongoing social support; counseling and articulation strategies to support grade-to-grade and school-to-school transitions and moves to and from special education, college, and post school living and work; and before and after-school and inter-session activities to enrich learning and provide recreation in a safe environment. For more on *Supports for Transitions*, see Chapter 5 in *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, & Equitable System* (<http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf>).

Note: Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at <http://smhp.psych.ucla.edu>

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***All those years of getting horrible school pictures was just  
society's way of preparing you for your driver's license photo.***

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## **2015 NATIONAL INITIATIVE FOR TRANSFORMING STUDENT & LEARNING SUPPORTS**

**Update from Sumter, SC public schools:** “We have seven schools in the first cohort. The Summer Institute turned out to be great! We worked around the lens of the six areas of Learning Support and began to shape the belief, perspective, and pedagogy of each teacher at the seven schools in preparation for start up. When you understand the capacity of learning organizations through the lens of learning supports, we can no longer nestle deeply in the safety and security of mediocracy. There have been many steps that we have taken along the way on how Sumter customized the integrated learning supports concept. We have wrapped the unified and comprehensive concept around our current practice and injected learning supports in the core practices of each school in our initial cohort. Through the leadership work and the Summer Institute we have changed the lens by which teachers and staff view students. For me, I want each leader, educator, and staff member of the initial cohort to see each student in the middle of the Learning Supports system. In addition, district-wide, school-wide, and class-wide perspectives are seen through the Learning Supports lens.”

**Update from La Crosse, WI public schools:** “We were contacted by the Wisconsin Department of Public Instruction. The Department will feature the School District of La Crosse and La Crosse Community as part of an upcoming *WI School Mental Health Framework* document to be shared with school districts across the state. One focus will be the "collective impact" which will feature our Rebuilding for Learning work with partners in the district, community, city and county. The Department is most-interested in the process that we underwent to identify the need for mental health supports in our schools, as well as the way that we included our community partners, parents, etc. and the processes of surveying the students, meeting collaboratively with leadership, etc. We want to be sure to (once again) reach out to the Center to thank you for your fine work. Your research, support and insight have been instrumental as we've worked to eliminate barriers to learning for children, faculty and families.”

**Update from Alabama:** “I work with Shelby County Schools in Alabama. We have been working with Learning Supports for the past two years and was among one of the first districts to implement the Learning Supports framework in Alabama. It has been a very positive experience for our district and our focus is now with sustaining our work. Our district is presenting at Mega Conference and discussing the content area of community engagement. The leaders believe we are doing an excellent job in creating partnerships and working together to benefit our students and their families. I would like to give the attendees a copy of the Community Engagement survey so that they can evaluate their present practices and spark conversations as to what their particular school district is doing to create community and school partnerships. I believe based on what I read that anyone could reproduce the materials, but I wanted to make sure before I distributed. I would appreciate a response regarding if I have your approval to distribute. Thank you in advance for your consideration. I also appreciate the work your Center at UCLA is doing as a leader in Learning Supports.”

**For more information on the National Initiative. see**  
<http://smhp.psych.ucla.edu/newinitiative.html> .

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***Education is the most powerful weapon which you can use to change the world.***

Nelson Mandela

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**LET US KNOW WHAT YOU SEE HAPPENING TO TRANSFORM  
STUDENT AND LEARNING SUPPORTS**

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a unified, comprehensive, and equitable system of student supports, ***we can help***. Send all info to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) .

**UCLA CENTER DEVELOPED RESOURCES – UPDATE**

**New**

- > *Conceptualizing help for students victimized by bullies* – <http://smhp.psych.ucla.edu/pdfdocs/victims.pdf>
- > *Cyberbullying among students*– <http://smhp.psych.ucla.edu/pdfdocs/cyber.pdf>
- > *Promoting Positive Peer Relationships: A sample of recent references* – <http://smhp.psych.ucla.edu/pdfdocs/peers.pdf>
- > *Self-concept and School Performance* – <http://smhp.psych.ucla.edu/pdfdocs/selfconcept.pdf>
- > *Dropouts and the ninth grade bulge* – <http://smhp.psych.ucla.edu/pdfdocs/9thgrade.pdf>
- > *Kicking off the School Year with a Sense of Exciting Renewal: Generating Hope, Not Ho Hum* – <http://smhp.psych.ucla.edu/pdfdocs/kickoff.pdf>

**School Practitioner Community of Practice Interchange: Weekly Listserv**  
<http://smhp.psych.ucla.edu/practitioner.htm>

Each week's Practitioner features Center resources. Topics explored in the last month included interchange about:

- > Why the disconnect between special education labels and DSM diagnoses?
- > Initial experiences in rethinking student and learning supports
- > Special Issue on Volunteers at schools
  - >> About volunteers to enhance student and learning supports
  - >> Examples of volunteer handbooks from school districts
  - >> Continuing education of volunteers and school staff
- > Special edition on Professional Development for learning supports
  - >> Professional development for learning supports staff
  - >> Learning supports professional development conference
- > Needed: ideas for getting administrative buy in for improving student and learning supports
- > Regarding community providers working in schools
- > Resources to help administrators rethink use of existing student and learning support staff in anticipation of inviting community resources into schools

**Note:** The latest interchange is on our website at <http://smhp.psych.ucla.edu/practitioner.htm> (Also on our Facebook page)  
Follow-up exchanges are posted on the Center website's Net Exchange – <http://smhp.psych.ucla.edu/newnetexchange.htm>

## This Month's Featured Center Resource

### >How you can participate in the weekly School Practitioner Exchanges

The weekly *Practitioner* listserv is a community of practice network designed to enable practitioners to ask for and share information/technical assistance, comment on issues, and relate what they have learned from experiences working in and with schools to address barriers to learning and teaching.

Each week we highlight specific requests/questions. Special attention is paid to problems encountered, information needed, and strengthening learning supports in ways that enhance equity of opportunity for students to succeed. We provide our perspective, we reach out to those with expertise for their perspective, and we ask listserv participants to share their perspectives.

Previous editions of the *Practitioner* are archived at:

<http://smhp.psych.ucla.edu/practitioner.htm>.

The requests/questions and responses are archived, organized by topic, in the Center's Net Exchange. It includes an easy search feature at: <http://smhp.psych.ucla.edu/netbasic.htm>.

As you start the new school year, you can find help by

- searching for previous responses to the matters about which you want to explore
- email a request to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) for a direct Center response

And each week you have an opportunity to share what you know with colleagues across the country.

**If you aren't signed up, just send an email to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu).**

#### **ACCESS LINKS ABOUT:**

**>Upcoming initiatives, conferences & workshops –**

<http://smhp.psych.ucla.edu/upconf.htm>

**>Calls for grant proposals, presentations, and papers –**

<http://smhp.psych.ucla.edu/upcall.htm>

**>Training and job opportunities – <http://smhp.psych.ucla.edu/job.htm>**

**>Upcoming and archived webcasts and other professional development opportunities – <http://smhp.psych.ucla.edu/webcast.htm>**

**Note:** These links are on our homepage for easy access. Each is updated regularly. Just click on the indicated URL or go to our homepage at <http://smhp.psych.ucla.edu>

If you would like to add information to these, send it to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)



## OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

- >Trends in High School Dropout and Completion Rates in the United States: 1972-2012 – <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015015>
- >Improving Educational Outcomes: How State Policy Can Support School Principals as Instructional Leaders – <http://nga.org/files/live/sites/NGA/files/pdf/2015/1506SupportingPrincipals.pdf>
- >Learning Disability adaptation and accommodations guide – <http://www.proliteracy.org/downloads/oic/ld%20adaptations%20pp.pdf>
- >Center for Evidence-Based Youth Mental Health – <http://psychology.missouri.edu/clinic>
- >A New Majority Research Bulletin: Low-Income Students Now a Majority in the Nation's Public Schools. <http://www.southerneducation.org/>
- >Parents' guide to gangs – <http://www.nationalgangcenter.gov/Parents-Guide-to-Gangs>
- >Indicators for School Crime and Safety 2014 – <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2015072>
- >Unaccompanied Alien Children: Actions Needed to Ensure Children Receive Required Care in DHS Custody – <http://www.gao.gov/products/GAO-15-521>
- >Addressing the root causes of disparities in school discipline – <https://safesupportivelearning.ed.gov/addressing-root-causes-disparities-school-discipline>
- >Rethink school discipline: A guide for superintendent action – <http://www2.ed.gov/policy/gen/guid/school-discipline/rethink-discipline-resource-guide-supt-action.pdf>

### On support for ninth grade transition:

- >Dropouts and the ninth grade bulge – <http://smhp.psych.ucla.edu/pdfdocs/9thgrade.pdf>
- >Ninth grade counts: Using summer bridge programs to strengthen the high school transition <http://www.greatschoolspartnership.org/resources/ninth-grade-counts/>
- >Freshman transition programs: Long-term and comprehensive – [http://www.freshmantransition.org/NASSP\\_ResearchBrief.pdf](http://www.freshmantransition.org/NASSP_ResearchBrief.pdf)
- >Freshman Transition Initiative – <http://www.freshmantransition.org>
- >Supporting young adolescents' middle-to-high-school transition through creating a ninth-grade community of care: Implications for middle level educators – [http://www.researchgate.net/profile/Sarah\\_Kiefer/publication/260186711\\_Ellerbrock\\_C.\\_R.\\_Kiefer\\_S.\\_M.\\_%282014%29.\\_](http://www.researchgate.net/profile/Sarah_Kiefer/publication/260186711_Ellerbrock_C._R._Kiefer_S._M._%282014%29._)
- >The ninth grade challenge – [http://www.nassp.org/tabid/3788/default.aspx?topic=The\\_Ninth\\_Grade\\_Challenge](http://www.nassp.org/tabid/3788/default.aspx?topic=The_Ninth_Grade_Challenge)
- >Falling off track during the transition to high school: What we know and what can be done – *Future of Children*, 19(1), 53–76. <http://eric.ed.gov/?id=EJ842047>
- >Preventable failure: Improvements in long-term outcomes when high schools focused on the ninth grade year – <http://ontrack.uchicago.edu/>

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I changed my password to “incorrect.” That way whenever I put the wrong one in the computer will remind me by saying “your password is incorrect.”

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## ADDITIONAL RECENT PUBLICATIONS

(in print and on the web)

### School, Family & Community

>Protective factors for youth exposed to violence in their communities: A review of family, schools and community moderators (2015). E. Ozer, I. Lavi, L. Douglas and J. Wolf, *Journal of Clinical Child and Adolescent Psychology*. online

<http://www.tandfonline.com/doi/pdf/10.1080/15374416.2015.1046178>

>Preparing for school crises: Administrator perceptions on supports for teachers (2015). C.M. Brophy, M.A. Maras, & Z. Wang, *Advances in School Mental Health Promotion*, 8, 71-86.

<http://www.tandfonline.com/doi/abs/10.1080/1754730X.2015.1009131?journalCode=rasm20#.VZBWTU1FDQM>

>Strengthening community resilience efforts in disasters: Exploring the roles of public libraries. (2015). C.J. Hagar, *Emergency Management*, 13, 191-194. <http://www.pnpco.com/pn06001.html>

### Policy, systems, law, ethics, finances & statistics

>Positive mental health of young people: A policy framework (2015). N. Ganga, *International Journal of Adolescence and Youth*, 20, 256-260. <http://www.tandfonline.com>

>Understanding the association between school climate and future orientation (2015). S. Johnson, E. Pas, & C. Bradshaw, *Journal of Youth and Adolescence*. Online first.

<http://springer.com>

>Contributions of personal and environmental factors on positive psychological function in adolescents (2015), D. Fadda, L. Scalas, M. Meleddu, *Journal of Adolescence*, 43, 119-131.

<http://www.sciencedirect.com>

### Child, adolescent, and young adult's mental and physical health

>Depressive symptoms, social support, and violence exposure among urban youth: A longitudinal study of resilience (2015). A.B. Eisman, S.A. Stoddard, J. Heinze, C.H. Caldwell, & M.A. Zimmerman, *Developmental Psychology*. ePub

<http://psycnet.apa.org/index.cfm?fa=search.displayrecord&uid=2015-30065-001>

>Individual and contextual factors associated with immigrant youth feeling unsafe in school: a social-ecological analysis (2015). J.S. Hong, G.J. Merrin, S. Crosby, D.M. Hernandez Jozefowicz, J.M. Lee, & P.J. Allen-Meares, *Journal of Immigrant and Minority Health*, ePub <http://link.springer.com/article/10.1007%2Fs10903-015-0242-9>

>Understanding ecological factors associated with bullying across the elementary to middle school transition in the United States (2015). D.L. Espelage, J.S. Hong, M.A. Rao, & R. Thornberg, *Violence and Victims*, 30, 470-487.

<http://www.springerpub.com/journals/violence-and-victims.html>

**FYI:** Safety Lit is a useful resource for abstracts related to injury prevention policy and practice. <http://www.safetylit.org>

**Note:** The Center's Quick Find online clearinghouse at <http://smhp.psych.ucla.edu> is updated regularly with new reports and publications such as those listed above. Currently there are over 130 alphabetized topics with direct links to Center materials and to other online resources and related centers. Let us know about publications and reports that should be included in this dedicated online clearinghouse. [Send to Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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**Teacher: *What time do you wake up in the morning?***

**Student: *About an hour after I get to school.***

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### COMMENTS AND SHARING FROM THE FIELD

- (1) Response to: *Keeping Public Education Viable* – <http://smhp.psych.ucla.edu/pdfdocs/initiativejune18.pdf>

“With academies and free schools now high on the agenda in England I can see this coming here. It will also break the strength of teacher unions and local authorities. Two years ago I started to see how business and health leaders could work with education under to concept of progression boards. It accepted that all students leave school and have to be skilled to earn a living and live healthily. It links with wellbeing and the concepts of functioning individuals as Sen writes in development as freedom. There is much to do to move from me mine here and now to we ours the world the future... regards..now in part time retirement and working with Cambridge university.”

- (2) Responses to: *Equity of opportunity in schools: A civil right* – <http://smhp.psych.ucla.edu/pdfdocs/equity.pdf>

>“As 30 plus year social worker, 23 in the public schools... I have seen a multitude of barriers to learning.... Mostly, the precipitating factors that happen outside the school walls...What happens at home and in the community impacts students academics and more importantly, their emotional Heath . When dads in Jail for selling meth, life is tough ... School social workers hired by district that are specially trained to work in the schools increase student well being...”

>“As a Principal, my advocacy for equity has been a great challenge for the past 20 years. It is with great passion that I send this communication. If there is a manner that I can be more involved in taking a critical look at equity in the public school setting, please advise.”

- (3) Response to: *Budgets Matter* – <http://smhp.psych.ucla.edu/pdfdocs/budget.pdf>

“28% of our budget is used for 1/6th of our population. It is my feeling that this is anything but equal opportunity. If you are among those picked by our political forces you receive a much larger share of the pie. Frequently these funds are spent on those who truly have little ability to learn leaving those who could learn with inadequate resources. Large classroom with much diversity and few amenities. Our district spendis7 million dollars on administration to oversee classrooms of 29 with 7 IEP in my view lacks common sense. Smaller classrooms first since that is where the learning happens. Also,we need to decide if our schools are for learning or are we raising these kids. We have social workers and psychologists at all our schools. Food pantries, washer and dryers and recycled items for those in need. None of these things were present when I attended school many years ago. I do not argue their need but to call them education is misleading to the public. That is more money spent on those diverse problems our schools encounter. Then you have Top Down management rather than Bottom Up! There are too many problems to cover and I see no easy solutions yet we have Washington placing unfunded mandates on our districts further exasperating the problems. Thank you for the opportunity to air my frustration.”

(4) Update from a CA school district:

“I have always enjoyed receiving the e-news letters from your Center. Years ago I helped promote your list serve when I worked as a consultant in California Department of Education's School Counseling and Student Support Office. Currently I am a superintendent in a Small K-8 district (3000 ADA). I have been so pleased to have additional funding from the state to begin addressing the many student needs and barriers to learning by adding school counselors, school psychologists, and school nurses. Last year we doubled our number of school psychologists from 2 to 4 enabling us to place one at each school site. This year, due to low attendance rates attributed to chronic student health issues, we added a second school nurse and went a step further and approved a nurse practitioner. This will greatly increase our student's access to health care, and should improve student attendance. This is a new concept here in Kern County, and my district and [another] are the first districts in the county to approve nurse practitioners. Convincing the Board to move in this direction took some effort. I just wanted to let you know that your work has influenced me and continues to influence others in ways you will never know. Have a great day and know that the work you do makes a difference.”

(5) Update from Iowa related to funding/budgeting for learning supports:

“Funding for support services was established in Iowa so that all school districts had a means to raise funds to provide support services for potential dropouts. The focus is on dropout prevention and increased graduation rates. The funding is non-competitive so each district can elect to use it if needed. The funding was secured through a legislative process allowing school districts to increase the local tax levy enough to cover the added expenses and is limited to 5% of the local enrollment K-12 X district cost per pupil. The limitation of 5% is consistent with statewide dropout rates of the larger districts. The amount that can be raised covers most needs at a significant level.” See Iowa Adm. Code 257-38-41.

(6) We were asked to share the following:

“I work for a small company named School Perceptions. Our goal is to help schools gather important data to make strategic decisions. A recent project we are working on involves measuring staff engagement and the link between staff engagement and Student achievement. As I read today's enews from you it made me think of the critical importance staff engagement plays in addressing student achievement and student engagement. After 15 years working for a school district I saw the need to help schools help themselves. Our tool assesses teachers' engagement levels and reports it back according to 12 key indexes that we believe are critical to staff engagement. I've attached an overview. Feel free to contact me if you want more information. I'd love to share!”  
[Http://www.schoolperceptions.com](http://www.schoolperceptions.com)

“I am a huge fan of yours, always looking forward to your informative emails. Frequently, I tell my colleagues about the wonderful resources you have on your website. Below, you will see information from our March 2015 summit, called Raising the Bar on Academic Achievement: Improving School Climate and Discipline for Westchester's African American Children. In 2013, we released a report entitled: *A Call to Action for a Better Approach to School Discipline in Westchester Schools: Solutions Not Suspensions*. Soon after, we resolved to prepare an Intervention Guide for use by school personnel. This guide can be found and downloaded from our website. ... I would love to discuss our work with you. I also hope that you will consider including information about this in a future newsletter. *Solutions Not Suspensions Intervention Guide: A Planning Guide to Promote*

*Alternatives to Suspension*. It is a resource that can be used to guide school districts working on improving school climate and reducing the use of suspensions. The major sections of the guide are:

- Framework for School District Initiatives related to improving school climate and reducing suspensions.
- Modifying the School District Code of Conduct.
- Summary Grid of all interventions in the guide, by school level and focus of program.
- Thumbnail summaries with internet links of all interventions in the summary grid.
- Additional resources.

To locate and download the guide -- <http://www.studentadvocacy.net/for-professionals/publications/>

#### **THIS IS THE END OF THIS ISSUE OF ENEWS**

Who Are We? The *national Center for Mental Health in Schools* was established in 1995 under the auspices of the *School Mental Health Project* (which was established in 1986). We are part of the Department of Psychology at UCLA. The Project and Center are co-directed by Howard Adelman and Linda Taylor.

For more information about the Center and its many resources, go to the website at <http://smhp.psych.ucla.edu> or email [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu)

Send info to share with others or ask for specific resources by email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)