Resources for Sharing, Interchange, & Personnel Development

November, 2017 (Vol. 22 #2) – *31 Years & Counting*

Concerned about addressing barriers to student learning and teaching & re-engaging disconnected students? about equity of opportunity? about whole child development? about school climate? All that and more is our focus.

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

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For more on resources from our national Center, see

http://smhp.psych.ucla.edu

WHAT'S HERE THIS MONTH

*This month's special focus for schools to address barriers to learning:

>It's time to rework learning supports

*School improvement, ESSA, and addressing barriers to learning

*News from around the country

*UCLA Center resources update

*Access links about relevant:

>Upcoming initiatives, conferences & workshops

>Upcoming and archived webcasts, video, & PD

>Calls for grant proposals, presentations & papers

>Training and job opportunities

*A few recent journal publications

>School, family, & community

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

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

*Other resources for information and personnel development

*Updates on transforming student/learning supports

*Comments, requests, information, questions from the field

This month's special focus for schools to address barriers to learning

>**It's time to rework learning supports**

> *School systems are not responsible for meeting every need of their students.*
> *But when the need directly affects learning, the school must meet the challenge.*
>   Carnegie Task Force on Education

Want higher achievement scores? Then this month is a good time to enable all students to have an equal opportunity for success at school and beyond by improving direct efforts to address barriers to learning and teaching and re-engage disconnected students.

Every school has some resources devoted to addressing barriers to learning and teaching. Some devote as much as 25% of their budget to such concerns. But in most schools, the efforts are fragmented and marginalized and focused on a relatively few students with major behavior, learning, and emotional problems.

The need is to develop a unified, comprehensive, and equitable learning supports system. Such a system encompasses resources, strategies, and practices that provide physical, social, emotional, and cognitive supports in the classroom and schoolwide. A comprehensive, cohesive, and coherent system of learning supports is essential to reducing dropout rates, narrowing the achievement gap, improving school climate, and generally strengthening school improvement.

Framing a Unified, Comprehensive, & Equitable System of Learning Supports: *Beyond MTSS*

In reframing student and learning supports, it is important to rethink the current rush to adapt a Multi-Tiered System of Support (MTSS). The simplicity of the tiered presentation as widely discussed is appealing and does help underscore differences in levels of intervention. However, while focusing on levels of intervention is essential, multi-tier formulations as commonly applied are insufficient for addressing barriers to learning and teaching. Three basic concerns about such formulations are that they mainly stress levels of intensity, do not address the problem of systematically connecting interventions that fall into and across each level, and do not address the need to connect school and community interventions. As a result, adopting MTSS does little to end the fragmentation, never mind the marginalization, of student and learning supports in school improvement efforts.

Intervention Subsystems. A better way to think about a continuum of interventions is to conceive the levels as encompassing an interrelated and overlapping set of intervention subsystems focused on:

>   (1) promoting development and preventing problems
>   (2) responding to problems as early-after-onset as feasible
>   (3) treating severe, pervasive, and chronic problems.

Each subsystem is seen as needing to link school and community interventions in ways that integrate, coordinate, and weave resources together.

Coalescing and Organizing Arenas of Activity. At the same time, it is essential to understand that a comprehensive system of student and learning supports involves more than a continuum of interventions. There is the pressing matter of coalescing the laundry list of fragmented programs and services. This requires a formulation to guide the reorganization of programs and services into a circumscribed set of arenas reflecting the content purpose of the activity.

Pioneering work across the country emphasizes six arenas encompassing interventions to:

- *Enhance regular classroom strategies to enable learning* (e.g., improving instruction for students who with mild-moderate learning and behavior problems and those have become disengaged from learning at school; includes a focus on prevention, early intervening, and use of strategies such as response to intervention)

- *Support transitions* (i.e., assisting students and families as they negotiate school and grade changes and many other transitions)

- *Increase home and school connections and engagement*

- *Respond to, and where feasible, prevent crises*

- *Increase community involvement and support* (outreach to develop greater community involvement and support, including enhanced use of volunteers)

- *Facilitate student and family access to effective services and special assistance as needed*

Center Resources to Aid in Rethinking Student/Learning Supports and Moving Forward

See the Center's System Change Toolkit for Transforming Student Supports into a Unified, Comprehensive, Equitable System for Addressing Barriers to Learning and Teaching – http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

Section A has resources providing an Overview, Q &A, and for Initiating the Work

See for example, the brief introductory document entitled –
>*Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching* http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf

If that document doesn't fit your situation, there are others to choose from in Section A, including information about other places that are moving forward, see:

>Brochures from Districts and State Departments – http://smhp.psych.ucla.edu/toolkita1a.htm

>Examples of State and District Design Documents – http://smhp.psych.ucla.edu/toolkitb1a.htm

For answers to typical questions raised in the process, see and share as needed material from
>*Q & A Talking Points* – http://smhp.psych.ucla.edu/toolkita2.htm

>*Developing a Unified and Comprehensive System of Learning Supports: First Steps for Superintendents Who Want to Get Started* – http://smhp.psych.ucla.edu/pdfdocs/superstart.pdf

>*Establishing a Comprehensive System of Learning Supports at a School: Seven Steps for Principals and Their Staff* – http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf

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We as a nation are "hooked" on what we hope will be quick fixes for deep systemic problems. …… We consistently blame the (inevitable) failures of school reform on teachers, students, under-resourced public schools, and sometimes on all three. That's doing serious damage to children's psyches, the teaching profession, and public education generally.

John Merrow

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School Improvement, ESSA, and Addressing Barriers to Learning and Teaching
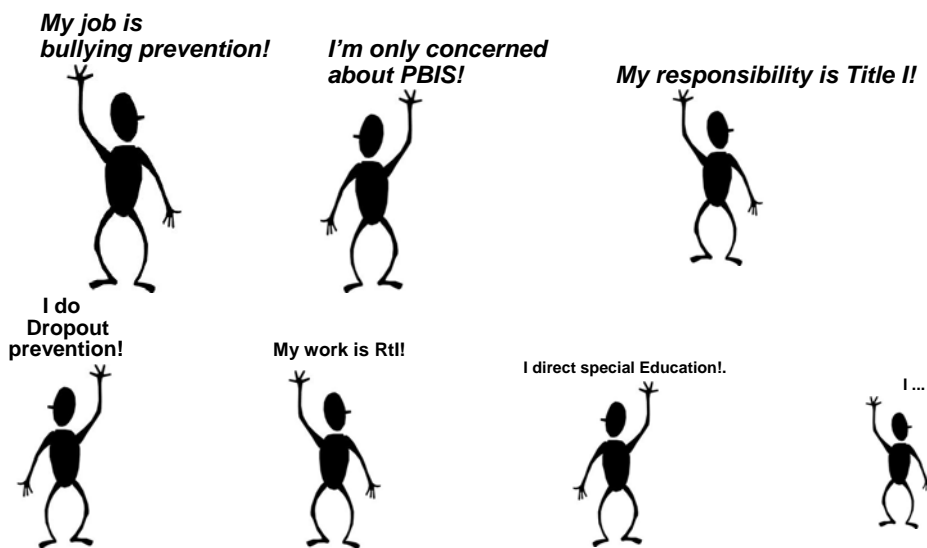
Now that the consolidated ESSA state plans have been prepared, we suggest the following action by those concerned with enhancing students' equity of opportunity:

(1) Review our analyses of ESSA's focus on addressing barriers to learning and teaching - see http://smhp.psych.ucla.edu/pdfdocs/essaanalyses.pdf .

(2) Analyze and share what one or more state plans articulate about

(a) how schools should improve the way they directly address barriers to learning and teaching and re-engage disconnected students,

(b) how student and learning supports should be reorganized to meet the needs of the many students who are not doing well,

(c) whether the plan's intervention framework for addressing learning, behavior, and emotional problems goes beyond the simplicity of the tiered presentation that is widely discussed as a Multi Tiered System of Support (MTSS),

(d) whether the plan prioritizes ways to end the marginalization and fragmentation of student and learning supports in school improvement efforts.

(3) Share your analyses with us so we can convey the findings to policy makers as part of the call to action related to the National Initiative for Transforming Student and Learning Supports (http://smhp.psych.ucla.edu/whatsnew/call.htm).

Note: We currently are sampling school districts, state departments of education, and leadership organizations across the country to learn about how they are pursuing the opportunity to transform the way schools address barriers to learning and teaching and re engage disconnected students. Let us know if there is someone we should add to the sample.

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The Current Situation – in many districts and schools

My job is bullying prevention!

I'm only concerned about PBIS!

My responsibility is Title I!

I do Dropout prevention!

My work is RtI!

I direct special Education!.

I ...

Hurricane recovery impact on schools

Duval schools' (FL) quick change into storm shelters, back again. When Hurricane Irma and its floods hit, more than 3,000 people took shelter in the city's 11 open shelters. Ten of those shelters were located in Duval County public schools. Before the storm employees distributed 1,335 special needs cots, 1,235 standard cots, 315 animal cages, 800 sleeping mats and 1,400 blankets to the shelter schools. Among those shelters were four schools with built-in special equipment to handle people with medical or other special needs. At Atlantic Coast High, for instance, equipment descended from the ceiling to the gymnasium floor to power medical beds and equipment. Ambulances from around the state deposited patients there to be treated by nurses and doctors during the storm. More than 2,400 people used the school shelters total. After Hurricane Irma blew north out of the region, a group of about more than 200 Duval school employees formed teams to transform those district shelters overnight back into schools. (9/28/17)
http://jacksonville.com/news/education/2017-09-28/duval-schools-quick-change-storm-shelters-back-again

In hurricanes' aftermath, technology eases return to school. Smartphone exchanges, social media, messaging apps and websites rendered students and their teachers at once disconnected and connected in the aftermath of hurricanes Harvey and Irma. Now, as the hardest-hit schools reopen, advocates of technology that has been growing ever more present in American classrooms say it will only become more important in aiding students scattered by the storms. This recovery, administrators say, has potential to demonstrate how much instruction can carry on outside school walls amid future natural disasters and other disruptions. The disasters, which could leave buildings shuttered or drive away teachers, are also seen as openings to expand "virtual teaching" – services that have teachers provide instruction remotely by video conference. Orange County has been looking into using the videoconferencing program Safari Montage Live to let students unable to make it back to town right away join their classrooms remotely. The program is being piloted now for a class being "co-taught" by two teachers in different buildings. (10/3/17) http://www.richmond.com/news/national-world/ap/in-hurricanes-aftermath-technology-eases-return-to-school/article_436a8bf0-5c02-5104-93c0-75eb4a8836d1.html

Puerto Rican children could be out of school for months. Hampered by blocked roads and power outages, schools in may not reopen full-time for weeks or even months as many campuses on the island remain without electricity and running water in the wake of Hurricane Maria. The island is home to one of the nation's largest and poorest school systems, with 347,000 students in more than 1,100 schools scattered across the island. The extended school closures may not only delay education for schoolchildren but also sever a lifeline for students who rely on schools for free lunches and clean drinking water. Officials have no timeline for when all schools will reopen, but in the interim they plan to use many campuses as "service centers," where students can come for a meal and informal, half-day classes, and where families can get clean drinking water and meet with disaster relief officials. The storm has driven many families from the island, and school systems in the continental United States are bracing for an influx of evacuees. School systems from Upstate New York to South Florida have enrolled new students from Puerto Rico since the hurricane struck. (10/3/17)
https://www.washingtonpost.com/local/education/puerto-rican-schoolchildren-could-be-out-of-class-for-months/2017/10/03/a186748c-a7a5-11e7-850e-2bdd1236be5d_story.html?utm_term=.58baa2a8af1f

Wildfire impact on schools

Natural disaster resources for schools and districts. The wildfires in California have left school districts and students in a state of emergency. These devastating fires have destroyed neighborhoods, forced many schools to remain closed, displaced families and students. In response, state and local authorities are working to provide relief and public safety. At the state level, the California Department of Education has said it will help schools and districts recoup Average Daily Attendance funds. The CDE also said its Nutrition Services Division has sent two truckloads of frozen food and dry goods to the Redwood Empire Food Bank in Santa Rosa to assist fire victims. Schools surrounding disaster areas have provided critical shelter for evacuees from impacted communities. Many schools have also cancelled or limited sports and outdoor activities due to health hazards from smoke. (10/10/17) http://blog.csba.org/natural-disaster

Special education

DeVos rescinds 72 guidance documents outlining rights for students with disabilities. The Education Department has rescinded 72 policy documents that outline the rights of students with disabilities as part of the Trump administration's effort to eliminate regulations it deems superfluous. The Office of Special Education and Rehabilitative Services wrote in a newsletter Friday that it had "a total of 72 guidance documents that have been rescinded due to being outdated, unnecessary, or ineffective - 63 from the Office of Special Education Programs and 9 from the Rehabilitation Services Administration." (10/21/17)
http://www.chicagotribune.com/news/nationworld/politics/ct-devos-disabled-students-20171021-story.html

Career and workforce development

K-12 manufacturing partnership. Manufacturing has been identified as a major workforce need in Lake and Geauga counties (OH). NEXTWORK, the Lake and Geauga Counties Manufacturing K-12 Partnership, is a career and workforce development program created to address the workforce needs and serve as a catalyst to economic prosperity in both counties. The partners include all Lake and Geauga public school districts, the Alliance for Working Together, the Manufacturing Advocacy Growth Network, the Geauga Growth Partnership and Lakeland Community College. The project will increase awareness of manufacturing careers in the region, provide learning opportunities for students through site visits, job shadowing, a speaker series, and other educational programs, and help the manufacturing sector locate qualified candidates to fill open positions. The partnership also fosters a unique environment in which the leaders of the manufacturing community can collaborate with the leaders in K-12 education to establish mutually beneficial programming. (10/5/17) http://www.news-herald.com/general-news/20171005/lake-and-geauga-counties-manufacturing-k-12-partnership-receives-200000-grant

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Upcoming Webinar – Featuring How Scholastic, Inc. is Using the Center's Work

Ensuring All Students Succeed: The Imperative for a Learning Supports Framework
http://dropoutprevention.org/webcast/ensuring-all-students-succeed/
Tuesday, Nov. 14, 2017,

Presenter: Rhonda Neal Waltman, EdD, senior director of Consultancy Services -- Learning Supports, Scholastic, Inc.

"For all students to have the opportunity to succeed, what has to be done in schools to reduce student barriers to learning and to re-engage them in the learning process? The Learning Supports Framework demonstrates how the provision of a wide range of learning supports, coupled with effective instruction, is the recipe for ensuring all students succeed.

Informed by the research of Drs. Howard Adelman and Linda Taylor from the UCLA Center for Mental Health in Schools, this webcast will feature Scholastic Education's Learning Supports staff who will share the school improvement model that has significant results in schools and districts across the nation.

This Solutions to the Dropout Crisis webcast will look at
- Why a system of learning supports is an imperative for advancing school improvement and re-engaging students.
- What are learning supports and how are they typically deployed in school?
- How can learning supports be delivered in an organized comprehensive manner?
- The importance of building a school improvement plan that includes learning supports, along with instruction and management.
- Key results that indicate a systems approach can directly impact positive outcomes for students."

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The internet is just a world passing around notes in a classroom.

Jon Stewart

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UCLA Center resources update

New Information Resources

>*Early College High Schools* – http://smhp.psych.ucla.edu/pdfdocs/earlycoll.pdf

>*Enhancing equity of opportunity by improving access to higher education* –
http://smhp.psych.ucla.edu/pdfdocs/accesscoll.pdf

A Few Featured Resources to Aid Teams Designing and Planning a Unified, Comprehensive, and Equitable System of Learning Supports

>*Outline for District Design Document for a Comprehensive System of Learning Supports*
http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/genericoutline.pdf

>*Templates for Preparing a Design Document* (Introduction and Imperative; Intervention Framework; Operational Infrastructure; Policy Considerations)
http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/sectiontemplates.pdf

>*Guidance notes for outside facilitators working with a state or district to guide a design team working on creating a comprehensive system of learning supports*
http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/facilguidancenotes.pdf

>*Guide for Team Designing a Comprehensive System to Address Barriers to Learning and Teaching and Reengage Disconnected Students*
http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/designteamguide.pdf

A New (And Free) Book for You and Your Colleagues

>**Addressing Barriers to Learning: In the Classroom and Schoolwide**
Access this from the Center's homepage – http://smhp.psych.ucla.edu/

Also Just Published

>**Transforming Student and Learning Supports:**
Developing a Unified, Comprehensive, and Equitable System
https://titles.cognella.com/transforming-student-and-learning-supports-9781516512782.html

Topics in October's Weekly School Practitioner Community of Practice
http://smhp.psych.ucla.edu/practitioner.htm

>*The challenge: moving from process to action*
>*Addressing barriers to learning in a low income school*
>*Helping students return after an absence related to mental health problems*
>*Importance of transition support*

Access Links About:
>**Upcoming initiatives, conferences & workshops**
>**Calls for grant proposals, presentations, and papers**
>**Training and job opportunities**
>**Upcoming & archived webcasts & other professional development opportunities**
Links are on the Center's homepage -- http://smhp.psych.ucla.edu

Note: The Center's Quick Find online clearinghouse has a menu of over 130 topics that provide direct links to Center materials and to other online resources and relevant centers. Go to http://smhp.psych.ucla.edu/quicksearch.htm to scroll the menu.

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I have no special talents. I am only passionately curious.

Albert Einstein

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A few recent journal publications

School, Family & Community

>School response to self-injury: Concerns of mental health staff and parents. (2017). L. Kelada, P. Hasking, & G.A. Melvin. *School Psychology Quarterly, 32*, 173–187.
http://dx.doi.org/10.1037/spq0000194

>*Teaching and learning in the age of Trump: Increasing stress and hostility in America's high schools.* (2017). J. Rogers, M. Franke, J.E. Yun, M. Ishimoto, C. Diera, R. Geller, A. Berryman, & T. Brenes. Los Angeles, CA: UCLA's Institute for Democracy, Education, and Access. https://idea.gseis.ucla.edu/publications/teaching-and-learning-in-age-of-trump

>Understanding students' transition to high school: demographic variation and the role of supportive relationships. (2017). A Benner, A. Boyle, & F.Bakhtiari. *Journal of Youth Adolescence 46*, 2129-2142. https://link.springer.com/content/pdf/10.1007%2Fs10964-017-0716-2.pdf

>Can teacher-child relationships alter the effects of early socioeconomic status on achievement in middle childhood? (2017). M. McCormick, E. O'Connor, & E. Horn. *Journal of School Psychology, 64*, 76-92.
https://ac.els-cdn.com/S0022440517300626/1-s2.0-S0022440517300626-main.pdf?_tid=35bb070e-a557-11e7-8f63-00000aacb35e&acdnat=1506718144_39a7bbff12efe9aa378a8aeae06b167a

Policy, systems, law, ethics, finances & statistics

>Tapping the experts in effective practices: Students as educators in middle grades professional development (2017). J. Downes, P. Bishop & J. Nagle. *Middle School Journal, 48*, 27-35.
http://www.tandfonline.com/doi/pdf/10.1080/00940771.2017.1343057

>County schools mental health coalition: A model for a systematic approach to supporting youths. (2017). A. Thompson, W. Reinke, S. Holmes, L. Danforth, & K. Herman, the County Schools Mental Health Coalition. *Children & Schools, 39*, 209-218.
https://academic.oup.com/cs/article/39/4/209/4100184/County-Schools-Mental-Health-Coalition-A-Model-for

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

>Cultivating youth resilience to prevent bullying and cyberbullying victimization. (2017). S. Hinduja & J.W. Patchin. *Child Abuse and Neglect, 73,* 51-62.
http://www.sciencedirect.com/science/article/pii/S0145213417303411?via%3Dihub

>Examining the effectiveness of a culturally adapted social-emotional intervention for African American males in an urban setting. (2017). S.L. Graves, Jr., A. Herndon-Sobalvarro, K. Nichols, C. Aston, A. Ryan, A. Blefari, K. Schutte, A. Schachner, L. Vicoria, & D. Prier. *School Psychology Quarterly, 32*, 62–74. http://dx.doi.org/10.1037/spq0000145

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

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Research is formalized curiosity. It is poking and prying with a purpose.

Zora Neale Hurston

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Other resources for information and personnel development

>*Secondary Transition: Student-Centered Transition Planning –*
https://iris.peabody.vanderbilt.edu/module/tran-scp/

>*Parent and Family Involvement in Education: Results from the National Household Education Surveys Program of 2016 –* http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017102

>*Preparing Youth to Thrive: Promising Practices in Social & Emotional Learning –*
https://www.selpractices.org/about

>*Culture in the Classroom: Standards, Indicators, and Evidences for Evaluating Culturally Responsive Teaching –* www.culturallyproficientschools.org

>*Strategies to Scale Up Social Programs –* http://www.wallacefoundation.org/knowledge-center/Pages/how-to-scale-up-social-programs-that-work.aspx

>*Hurricane Help –* https://www.ed.gov/hurricane-help?src=feature

>*Providing Quality Career Development Within Youth Development & Leadership Programs –*
http://www.ncwd-youth.info/sites/default/files/InfoBrief-45-Providing-Quality-Career-Development.pdf

>*Designing Professional Development for Youth Workforce Development –*
http://www.ncwd-youth.info/sites/default/files/InfoBrief-44-Designing-Professional-Development.pdf

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The Parable of the Policy Making Owl

A field-mouse was lost in a dense wood, unable to find his way out.

He came upon a wise old owl sitting in a tree.

"Please help me, wise old owl, how can I get out of this wood?"

"Easy," said the owl, "Fly out, as I do."

"But how can I fly?" asked the mouse.

The owl looked at him haughtily, sniffed disdainfully, and said,
"Don't bother me with the details, I only decide the policy."

Moral: Leadership involves providing details.

Updates on transforming student & learning supports

(1) From Alabama http://www.dianaerskine.com/scholastic/20170125_TSO/learningsupports-v2.html

> "In the area of Alabama known as the Black Belt region, Perry County, Alabama faces the challenge of rural isolation, unemployment, and poverty. Of the 1,089 students in Perry County, 100% qualify for free-reduced lunch, 99% are African American, and 70% of children live in a home with a single, female parent. After analyzing their data, the district identified their main barriers to learning as chronic absences for approximately 20% of their students, the resulting impact that absenteeism had on their graduation rate, and the decline in both fiscal and human resources. Perry County used the learning supports framework professional learning opportunity to focus on improving attendance and for analyzing and evaluating existing programs and expenditures. Under the leadership of the School Improvement and Learning Supports Specialist, the district and school learning supports teams developed strategies to focus on students who were chronically absent. Before the learning supports framework use, absenteeism was addressed by a letter to parents and the potential for legal action. After the learning supports framework was applied, the district focused on prevention by developing positive relationships with the families, regular communication to encourage and support, and finding the root causes of absenteeism and mitigating the circumstances. Through the work of the learning supports framework, Perry County reduced the number of absences from 20,897 in the 2012-2013 school year to 16,803 in the 2013-2014 school year. Since 2014, Perry County has exceeded a 95% attendance rate. The graduation rate has also improved from 89% in 2012 to 95% in 2015."

(2) Upcoming Dropout Prevention Webinar –
       Featuring How Scholastic, Inc. is Using the Center's Work

Ensuring All Students Succeed: The Imperative for a Learning Supports Framework

November 14th, 2017, 3:30—4:30 p.m. (ET)
http://dropoutprevention.org/webcast/ensuring-all-students-succeed/

For all students to have the opportunity to succeed, what has to be done in schools to reduce student barriers to learning and to reengage them in the learning process? The Learning Supports Framework demonstrates how the provision of a wide range of learning supports, coupled with effective instruction, is the recipe for ensuring all students succeed. Informed by the research of Drs. Howard Adelman and Linda Taylor from the UCLA Center for Mental Health in Schools, this webcast will feature Scholastic Education's Learning Supports staff who will share the school improvement model that has significant results in schools and districts across the nation.

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- The importance of building a school improvement plan that includes learning supports, along with instruction and management.
- Key results that indicate a systems approach can directly impact positive outcomes for students."

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

Comments and sharing from the field

We were asked to share the following:

(1) Professor John Rogers of the Graduate School of Education and Information Sciences at UCLA just released today a report on survey responses from a nationally representative sample of teachers that assessed the impact of politics in the Trump administration on teaching and learning in America's high schools. In an email to our Center he noted:

> *You'll see that we highlight a set of issues that I know are of great concern to you-the ways that the broader political environment is increasing stress and undermining learning in many communities. Among other issues, the report has implications for how we think about reporting on school climate issues and how we provide educators with support for addressing challenging conditions in their school environments. The report also highlights the importance of leadership. Some leaders around the country moved proactively to establish safe and inclusive and tolerant environments. Others held back and, by not acting, emboldened uncivil and often hostile behavior.*

Because John knows we regularly distribute news to networks of school and district leaders, he also asked us to share the report so that it can get in the hands of thoughtful educational leaders and prompt necessary conversations. See https://idea.gseis.ucla.edu/publications/teaching-and-learning-in-age-of-trump

(2) Pleased include this in the UCLA Center newsletter.

> *A student poll, designed by several researchers or marketing professionals, including Sheila Cassidy, CEO of Wexford, Inc., Terry Koehne, with the Contra Costa Office of Education and Megan O'Malley, with California State University at Sacramento and WestEd, Inc., is designed to gauge student anxiety and school districts responses to the post-election anxiety and fear that students have expressed. School districts have responded in a variety of ways, and this poll will share what some of the more effective practices have been to keep all students in school, feeling safe and welcome. Attached is a pdf version of the survey. We refined the responses (very slightly) from the pilot distributed last school year. Pilot data will be used with new data, but we really need more responses before we can summarize and analyze the data. I am copying the group of individuals who have been most involved in California in trying to monitor and respond to the issues of students and youth fearful of the post-election rhetoric and actions that have provided for so much fear and stress to particularly, immigrants, Muslims and youth of color. We appreciate you including this in the UCLA Center for Mental Health in Schools newsletter. Please let me know if there is anything else I can provide. If any of my fellow committee members can think of better ways to describe this effort, please don't hesitate to respond. The survey may be accessed and responded to through our website:* https://www.wexford.org/all-kids-are-our-kids *Or directly at Survey Monkey:* https://www.surveymonkey.com/r/AllKidsAreOurKids_5-2017
>
> > *Thank you for getting this information out to the field so we can have a large number of responses! And for the amazing work to ensure children and youth receive school based mental health, that you have championed for so many years....*"
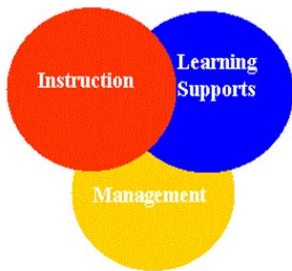
Comments about the Call to Action related to the National Initiative for Transforming Student and Learning Supports:

>"...Your call for equity is what caught my attention. I believe the change must begin with courageous conversations, accountability, and the mindset to accomplishment the necessary work at hand..."

> "... I have been on the mailing list from the Center at UCLA for a few years and have picked up some great insights along the way... there are many connections to the re-engagement /Grad Rates work we are doing...."

>"Equity is absolutely about process. There is not a silver bullet of fixed strategies. Strategy is developed in response to process. I came to a Title I district in it's third year on improvement, ready to be given consideration for stricter oversight and supports from the state agency. We focused on an inclusive process of improvement involving all stakeholders. The strategies we selected and/or designed as a result had impact. We've never been on improvement since and our results in closing the achievement gap for students of poverty are remarkable. It is about process and if we try to do this important work without focusing first on the why and how by a collaborative who, we'll not arrive at a satisfactory what. ... You can't Google solutions."

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*Information is online about the

National Initiative for Transforming Student and Learning Supports
http://smhp.psych.ucla.edu/newinitiative.html

Also online is the report from the National Summit on the

Every Student Succeeds Act and
Learning Supports: Addressing Barriers to Learning and Teaching
to Enhance Equity of Opportunity –
http://smhp.psych.ucla.edu/pdfdocs/summitreport.pdf

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