

School Practitioner Community of Practice

(A network for sharing & exchange)

July 3, 2018

Some Resource Updates From the Field

This practitioner provides links to the following resources:

- (1) **New, free book: *Improving School Improvement***
- (2) ***Immigrant Students and Mental Health***
- (3) **List of: *Organizations helping immigrant children, families at the border***
- (4) ***School Safety and Mental Health Improvement Act of 2018***
- (5) ***Stop School Violence Act of 2018***
- (6) ***Student and Teacher Safety Act of 2018***
- (7) ***Mental Health in Schools Act***

Topic for Exchange:

- >**Using mandates, legislation, and grants as catalysts for developing a unified, comprehensive, and equitable student/learning supports system**
- >**Examples of current grant opportunities that schools could use to improve a system of learning/student supports**

Learning from Others:

- >**Braiding funding streams to develop a unified system of supports**

Invitation to Listserv Participants to Share Perspectives

Note: Go to <http://smhp.psych.ucla> for links to other resources including

- >Upcoming initiatives, conferences & workshops
- >Calls for grant proposals, presentations, and papers
- >Training and job opportunities
- >Upcoming webcasts & other professional development opportunities

**This resource is from the
Center for MH in Schools & Student/Learning Supports, UCLA**

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

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

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

Some Resource Updates From the Field:

- (1) **New free book: *Improving School Improvement***
http://smhp.psych.ucla.edu/improving_school_improvement.html
- (2) ***Center Quick Find on Immigrant Students and Mental Health***
<http://smhp.psych.ucla.edu/qf/immigrantkids.htm>
- (3) ***List of some of the organizations helping immigrant children, families at the border***
<https://www.click2houston.com/news/these-are-some-of-the-organizations-helping-immigrant-children-families-at-the-border>
- (4) ***School Safety and Mental Health Improvement Act of 2018***
<https://www.govtrack.us/congress/bills/115/s2513/text>
- (5) ***Stop School Violence Act of 2018***
<https://www.govtrack.us/congress/bills/115/hr4909>
- (6) ***Student and Teacher Safety Act of 2018***
<https://www.govtrack.us/congress/bills/115/hr5332>
- (7) ***Mental Health in Schools Act***
<https://www.congress.gov/bill/115th-congress/house-bill/2913>

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Topic for Exchange:

>Using mandates, legislation, and grants as catalysts for developing a unified, comprehensive, and equitable student/learning supports system

News Item (Star Tribune, June 23)

States Ramping Up Mental Health Education in Schools

Aim is to help students recognize symptoms before a crisis develops.

Most states require health education in all public schools, and state laws have been enacted in many states to require health teachers to include lessons on tobacco, drugs and alcohol, cancer detection and safe sex.

Two states are going further: New York's new law adds mental health instruction to the list in kindergarten through 12th grade; Virginia requires it in ninth and 10th grades.

Nationwide, cities and states have been adopting a variety of initiatives over the past decade to address the rising need for mental health care in schools.

But until this year, mandated mental health education had not been part of the trend.

<http://www.startribune.com/states-ramping-up-mental-health-education-in-schools/486363091/>

There are different approaches to improving mental health in schools. The prevailing trend involves a narrow, piecemeal, and marginalized agenda to expand mental health services and MH education. Some of this activity is the result of mandated/legislated local, state, and federal requirements (with or without extra funding).

Our Center's policy analyses have stressed that all such narrow agenda need to be embedded into a comprehensive and collective district vision and strategic school improvement plan for a unified, comprehensive, and equitable system of student/learning supports. We view various legislative mandates, special initiatives, and grants as opportunities and a potential catalyst for a school and district to review the status of its student/learning supports and to plan ways to enhance the system.

From this perspective, think about the following examples of mental health legislation as opportunities you might share with colleagues and staff in ways that (a) encourage a review of what's in place and (b) promote development and implementation of a unified, comprehensive, and equitable system of learning supports.

(1) *State examples:*

(a) As the above news article indicates, many states recommend mental health education in schools. Now New York and Virginia will require it.

(b) Relevant legislative proposals have and will continue to appear with regularity. For instance, several bills have been proposed to meet children's mental health needs in California. (Below is an excerpt from *California Health Report* –

<http://www.calhealthreport.org/2018/06/05/bills-seek-bolster-childrens-mental-health/>)

: “As California struggles to meet children's mental health needs, lawmakers are pressing for two bills that would take steps to address the problem. The bills seek to strengthen mental health services for children and youth, either through targeted funding or by instituting new training requirements for people who regularly work with young people.

The state Senate recently approved the bills, SB 906 and 1019, and they are now awaiting a vote in the Assembly. ...

>Senate bill 906 would establish a certificate program for people who provide peer support to children, foster youth and family caregivers grappling with mental health or substance use issues. Peer-support specialists have lived experience of the problems their clients are dealing with and help guide them to the resources they need.

According to the bill, California has 6,000 peer providers but no standard training or certification standards. The bill would aim to change that.

>Senate bill 1019, meanwhile, would require that at least half of the funds the state Mental Health Services Oversight and Accountability Commission distributes to counties under the 2013 Investment in Mental Health Wellness Act be used to expand mental health programs for children age 18 and under, particularly in schools. ...

>A third children's mental health bill, AB 2686, stalled in the Assembly appropriations committee and will not move forward this year...The bill would require school districts, charter schools and county offices of education to train teachers and staff who work with children in kindergarten through 12th grade on how to identify students with mental health issues....”

>Mental Health America of California and the California Youth Empowerment Network sponsored AB 2022, bill.

http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB2022

This legislation would require schools to provide students and parents with information explaining how to access mental health services onsite if available, and offsite if not. The bill requires schools to notify students and parents no less than twice each year using two different methods of notification. “By imposing an additional requirement on schools of school districts and county offices of education and charter schools, the bill would impose a state-mandated local program. The bill would state the intent of the Legislature that moneys from the Mental Health Services Fund be used to fulfill that requirement....”

For more examples, see our quick find online clearinghouse on *Legislation* related to student support and mental health – <http://smhp.psych.ucla.edu/qf/legislation.html> .

For a tool to mapping and analyzing what's in place with a view to encouraging system development, see <http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf> .

>Examples of current grant opportunities that schools could use to improve a system of student/learning supports

>>BJA-2018-14480 – BJA FY 18 ***STOP School Violence Prevention and Mental Health Training Program***, Department of Justice, Bureau of Justice Assistance – closing date 7/23/18 <http://www.grants.gov>

Excerpt from announcement:

Among its provisions, the STOP School Violence Act of 2018 authorized BJA to manage a grant program that would support efforts by state, local, and federally-recognized Indian tribes to prevent and reduce school violence. Specifically, the BJA program will address: (1) training school personnel and educating students to prevent student violence; (2) development and operation of anonymous reporting systems against threats of school violence, including mobile telephone applications, hotlines, and websites; and (3) development and operation of school threat assessment and crisis intervention teams that may include coordination with law enforcement agencies and school personnel. In addition, the program may fund specialized training for school officials in intervening and responding to individuals with mental health issues that may impact school safety.

>>BJA-2018-14489 BJA FY 18 ***STOP School Violence Threat Assessment and Technology Reporting Program***, Department of Justice, Bureau of Justice Assistance, closing date 7/23/18 <http://www.grants.gov>

Excerpt from announcement

This solicitation specifically seeks applications that address the development and operation of school threat assessment and crisis intervention teams and the development of technology for local or regional anonymous reporting systems. This technology may be in the form of an app, hotline, or website. The proposed technology solutions may be those that could be used during an incident to assist in securing the safety of those involved, to include sharing information with first responders.

For more grant opportunities, go to <http://smhp.psych.ucla.edu/upcall.htm> .

Learning from Others:

>Braiding funding streams to develop a unified system of supports

>>**From the Oklahoma Department of Education Plan –**

<http://sde.ok.gov/sde/sites/ok.gov.sde/files/ESSAStatePlanDraft1-update112116.pdf>

Braided funding - It is the OSDE's vision to partner with all programs in relationship with the ESSA to foster collaboration and coordination - including within the OSDE and outside agencies - to braid funding to educate the whole child from preK-20. The agency has created a committee with representatives from the Oklahoma Department of Rehabilitation Services, Department of Health, Department of Mental Health and Substance Abuse Services, Department of Career and Technology Education and the Oklahoma Office of Workforce Development to identify the funding streams that can be used in collaboration for guiding and educating students to become productive within the Oklahoma workforce. Members of this team, through the Governor's Oklahoma Works Initiative, have undertaken extensive asset mapping - an inventory of all federal, state and private funding streams that support state workforce efforts, including education - to better align the efforts of each agency. If funding streams are effectively braided, they can be leveraged for greater impact.

School-wide programs - According to the USDE, a Title I schoolwide program is a comprehensive reform strategy to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest-achieving students through consolidating federal, state and local education funds to benefit all students. A Title I school with 40% or more of its students living in poverty is eligible to implement a schoolwide program. Over

the past two years, the OSDE has offered workshops and professional development opportunities to encourage districts to take advantage of Title I's schoolwide provisions to allow more flexibility with funding. The agency provides a tutorial webinar and onsite training throughout the year for schools that wish to adopt a schoolwide funding strategy.+

Cross-functional Teams - The OSDE has many opportunities to capitalize on the flexibility awarded under the ESSA to maximize capacity for serving districts. The OSDE has begun working cross-functionally within the agency to address the needs of Oklahoma students more holistically. Oklahoma's low socioeconomic students often are special education students and possibly EL students as well, and these students typically are in the lowest-performing schools. Under the ESSA, Oklahoma hopes to create a system of support for districts and students that will improve overall academic achievement. More specifically, the OSDE is developing a system of cross-programmatic collaboration led by the OSDE School Support division to address the needs of low performing schools through combining state and federal funds. To better support schools and students with multiple challenges, the OSDE will utilize teams with representation from the departments of school improvement, special education, ELL/Title III, finance, federal programs, educator effectiveness and instruction/curriculum to serve as a support system for struggling schools. An equipped team of those from various federal programs will provide support through intervention resources, guidance and onsite visits.

>>Two Examples of Effort Prior to ESSA

>>>*Funding Stream Integration to Promote Development and Sustainability of a Comprehensive System of Learning Supports* – from Louisiana

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

>>>*Integration and Use of Federal Funds Manual* – from Georgia

<http://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/Title%20II,%20Part%20A%20Documents/Guidance/GaDOE%20Integration%20and%20Use%20of%20Funds%20Manual%202013.pdf#search=Integration%20and%20Use%20of%20Federal%20Funds%20Manual>

For more examples, see

>*About ESSA Funding and Funding Integration* <http://smhp.psych.ucla.edu/pdfdocs/fundinginteg.pdf>

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Invitation to Listserv Participants to Share Perspectives

Now it's your turn!

What can you share about using mandates, legislative proposals and grant opportunities as a catalyst for strengthening systems of student/learning supports?

What's being done to braid the many pieces into a unified, comprehensive, and equitable system?

Send your responses to Ltaylor@ucla.edu

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Memo to principals from superintendent:

This school improvement initiative is really important! Unfortunately, it has no budget and no support staff, and it was meant to be accomplished yesterday. So here's your chance to really impress everyone.

(adapted from a Randy Glasbergen cartoon)

From our perspective, this is an important time for schools to avoid adding yet one more special initiative; the need is to embed the many concerns about addressing barriers to teaching and learning and re-engaging disconnected students into a transformed system of learning supports.

***For information about the**

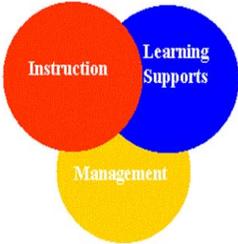
National Initiative for Transforming Student and Learning Supports
go to <http://smhp.psych.ucla.edu/newinitiative.html>

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>



If you missed the following, you can access them and more from the Center's homepage –
<http://smhp.psych.ucla.edu>

>The quarterly ejournal for Spring 2018.

Contents:

>Time for Straight Talk about Mental Health Services and MH in Schools

>Improving School Climate Starts with Understanding that it's an Emerging Quality

>Hot Topics & Hot Issues

>The July *ENEWS*' discussion of: Staff Development & Addressing Barriers to Learning and Teaching and Re-engaging Disconnected Students

>The new, free book: *Improving School Improvement*

http://smhp.psych.ucla.edu/improving_school_improvement.html

Also the free book on: *Addressing Barriers to Learning: In the Classroom & Schoolwide*

http://smhp.psych.ucla.edu/improving_school_improvement.html

THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!

For new sign-ups – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.

We post a broad range of issues and responses to the *Net Exchange*

on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm>

and on *Facebook* (access from the Center's home page <http://smhp.psych.ucla.edu/>)

