

ENEWS: A Monthly Forum for Sharing and Interchange

September, 2006 (vol. 10 #12)

Source: UCLA School Mental Health Project/
Center for Mental Health in Schools

ENEWS is one of the many resources our Center offers to those concerned with enhancing policies, programs, and practices related to addressing barriers to student learning and to promoting mental health in schools. For more on what our federally supported Center can provide, see <http://smhp.psych.ucla.edu>

◇◇◇◇◇◇

Feel Free to Forward this to Anyone

◇◇◇◇◇◇◇◇◇◇◇◇

WHAT'S HERE THIS MONTH

****Emerging Issue**

>Raising the age for dropping out of school

****News from around the country**

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

>September – Welcoming strategies for students, their families, and school personnel

****Recent publications relevant to**

>Children's mental and physical health

>Family, school & community

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

****Upcoming initiatives, conferences, & workshops**

****Calls for grant proposals, presentations & Papers**

****UCLA Center Resource Update**

****Other Helpful Internet Resources**

****Training & Job Opportunities (including fellowships and scholarships)**

****Comments/Requests/Information/Questions from the field**

◇◇◇◇◇◇◇◇◇◇◇◇

To post messages to ENEWS, email them to ltaylor@ucla.edu

To subscribe/unsubscribe to ENEWS, go to:

<http://lists.ucla.edu/cgi-bin/mailman/listinfo/mentalhealth-1>

and follow the directions. Alternatively, you can send an email request to smhp@ucla.edu asking to be added to the ENEWS listserv.

◇◇◇◇◇◇◇◇◇◇◇◇

****EMERGING ISSUE**

>RAISING THE AGE FOR DROPPING OUT OF SCHOOL

Back in February 2003, the North Central Regional Educational Laboratory (NCREL) conducted a policy analysis on high school dropout age, providing an overview of the opportunities and challenges that might arise from increasing the compulsory attendance age from 16 to 18

(><http://www.ncrel.org/policy/pubs/html/second/executive.htm><). Currently, Arizona Governor Janet Napolitano is leading the political charge for keeping kids from dropping out before they are 18. Her view is that this is an essential part of an overall strategy to meet the changing needs of a competitive workplace. Recent reports indicate that 13 states already have a minimum dropout age of 18.

Critics of raising the age of compulsory education range from those concerned about issues of local control and equity to those concerned with the impact on kids mental health and antisocial behavior. It is commonly stressed that many who dropout are living in poverty. As for students, Wehlage and Rutter indicate that "there is a clear trend in what students say. They leave because they do not have much success in school and they do not like it. Many of them choose to accept entry-level work or to care for their children, choices that apparently are seen as more attractive than staying in school."

Where do you stand on this? Send your perspective to ltaylor@ucla.edu

@##@##@##

"Every child is attracted by something, but we're eliminating those things.... Just picking kids up and bringing them back to school to do the same old things is not going to solve the problem."

James A. Williams

@##@##@##

****NEWS FROM AROUND THE COUNTRY**

*Continuing the Debate:

SHOULD SCHOOLS BE TESTING STUDENTS' MENTAL HEALTH?

"Is there room in our classrooms for what health experts argue is the most important of all tests? One that might tell a parent that a child is depressed, maybe suicidal? ... To some advocates, it's no different than checking a child's eyesight with a wall chart in the nurses's office.... But some critics wonder whether the questionnaire crosses the line." Las Vegas SUN, 8/7/06

<http://www.lasvegassun.com>

*No More Waiting For Failure:

U. S. ISSUES NEW RULES ON SCHOOLS AND DISABILITY

"Federal offices and advocates for children with disabilities contended that the practice of waiting for children to fall behind on tests ... before getting them extra help consigned them to failure and opened the way for the disproportionate numbers of poor and minority children to be labeled as needing special education. The 2004 (special education) law abandoned reliance on that approach. And the new regulations favor alternative methods of identifying children who need services, like evaluating the response of struggling children to extra help before the third grade." New York Times, 8/4/06. [Http://www.nytimes.com](http://www.nytimes.com)

***RANKS OF HOMELESS CHICAGO PUBLIC SCHOOLS STUDENTS SOAR**

"The number of homeless Chicago Public Schools students has skyrocketed in the last six years, jumping from 3,500 in 2000 to 10,500 this year.... No one knows exactly why Chicago's numbers are up, but advocates and educators have theories. One is better reporting and services for homeless families, a result of a 1992 class-action lawsuit filed by the Chicago Coalition for the Homeless." Chicago Sun-Times, 8/14/06. [Http://www.suntimes.com](http://www.suntimes.com)

***CALIFORNIA EXIT EXAM REQUIREMENT UPHELD**

"The state Court of Appeal upheld the exit exam as a diploma requirement. It agreed with the trial judge, however, that the student's right to prepare for the must-pass test probably had been violated by schools that continue to provide a deficient education.... The appellate ruling set up a Supreme Court appeal on behalf of the 40,000 members of the class of 2006 who still haven't passed." Sacramento Bee, 8/12/06. [Http://www.sacbee.com](http://www.sacbee.com)

***SMALL SCHOOLS GAIN, BUT TEST SCORES DON'T SHOW IT**

“Students at Chicago’s new small high schools show up more and drop out less, but they aren’t producing better test scores.... Juniors at small schools felt more challenged and reported more teacher and peer support than juniors at large schools.” Chicago Sun-Times, 8/3/06.

[Http://www.suntimes.com](http://www.suntimes.com)

***PARENTS SHOP FOR PUBLIC SCHOOLS**

In New Orleans “the old geographic boundaries that once automatically assigned students to particular schools are gone.... There now are three types of schools: those managed by the Orleans Parish School Board – a few; new charter schools managed by independent groups – mores; and state-run schools managed by a new Recovery School District – the most. When the last students are seated in class, about 27,000 students are expected to be enrolled in 56 public schools, compared with about 60,000 in 128 schools before the storm.” New Orleans Times-Picayune.

***TEXAS SCHOOLS FACE KATRINA COSTS**

“School districts across Texas warmly welcomed 46,000 students who fled in the aftermath of Hurricane Katrina last fall. This fall 31,000 of those students will be back – and the districts probably will be on their own when it comes to the tab. The government’s hurricane relief grant returned about \$890 million to school districts everywhere for expenses related to Katrina students. Texas districts received about \$255 million. But the extra money was only for last school year.... The Texas Education Agency and the Department of Education disagree about who should bear the cost of services that didn’t end: behavior counseling, tutoring sessions and programs to bring the students up to grade level with their peers.” Dallas Morning News, 8/3/06.

[Http://www.dallasnews.com](http://www.dallasnews.com)

***SCHOOLS STRUGGLE TO DEAL WITH THE IMPACT OF BABY BOOMERS AND RECENT IMMIGRATION TRENDS**

“Some 55 million youngsters are enrolling ..., making this the largest group of students in America's history and, in ethnic terms, the most dazzlingly diverse since waves of European immigrants washed through the public schools a century ago. Millions of baby boomers and foreign-born parents are enrolling their children, sending a demographic bulge through the schools that is driving a surge in classroom construction. ... Many school systems have begun recruiting overseas for instructors in hard-to-staff subjects like special education and advanced math. The U.S. Department of Education said the nation's elementary and secondary enrollments would grow, on average, by about 200,000 students annually, reaching 56.7 million in 2014. The enrollment trends would be uneven, regionally, with schools in the Northeast and Midwest losing students, on average, and those in the South and West growing.” New York Times, 8/27/06

@#@@#

One Parents’ Lament “My kids have everything they need to go back to school – except the right attitude.”

@#@@#

Each week the Center highlights a newsworthy story online at

<http://smhp.psych.ucla.edu/whatsnew/newsitems.htm>

Also access other news stories relevant to mental health in schools through links at

<http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm>

****MONTHLY FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING**

>>September Theme – Welcoming Strategies for Students, their Families, & School Personnel

Starting a new school year can be scary. Those concerned with student/learning supports can

play an important role in prevention by helping a school establish a welcoming program and social supports strategies during the initial transitions to a new class or a new school. A welcoming atmosphere begins at the school door. Take a “walk through” at your school to see what new students and families see. Providing extra staff to work with office staff during the first few weeks can help address many difficulties. Anticipating the needs of families new to the community and new to the country will smooth the transition for many students.

Many teachers have good plans for welcoming and social support. As they share their strategies with others, the staff build a sense of community. Learning support staff can facilitate this process and add their expertise and resources.

And, don't forget about welcoming staff back and greeting and providing support systems for new personnel.

For a range of ideas related to welcoming and transition social supports, see

>Ideas for Enhancing Support at Your Schools this Month (on the home page, see September)
<http://smhp.psych.ucla.edu>

>Quick Find online clearinghouse topic page “Transitions/Grade articulation/Welcome”
http://smhp.psych.ucla.edu/qf/p2101_01.htm

There you will see links to Center materials such as

- >Transitions: turning Risks into Opportunities for Student Support
- >Easing the Impact of Student Mobility: Welcoming and Social Support
- >Guidebook on What Schools Can Do to Welcome and Meet the Needs of All Students and Families
- >Welcoming and Involving New Students and Families

And, there are links to other online resources and others Centers that focus on this concern.

#####

This is a good time to look over the themes for each month as you plan for staff development and student and family support.

#####

@##@##@

“As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized.”

Hiam Ginott

@##@##@

****RECENT PUBLICATIONS (IN PRINT AND ON THE WEB)**

***Children's Mental and Physical Health**

>Positive Support: Mentoring and Depression among High-risk Youth. (2006)

[Http://www.ppv.org/ppv/publications/assets/202_publication.pdf](http://www.ppv.org/ppv/publications/assets/202_publication.pdf)

>Educating students with emotional disturbances: A national perspective on school programs and services. (2006) M. Wagner, et al, Journal of Emotional and Behavioral Disorders, 14(1) 12-30. Summary at http://datatrends.fmhi.usf.edu/summary_139.pdf

>Substance abuse treatment need among adolescents: 2003-2004. (2006)

[Http://oas.samhsa.gov/2k6/youthTXneed/youthTXneed.cfm](http://oas.samhsa.gov/2k6/youthTXneed/youthTXneed.cfm)

>Juvenile Justice and Mental Health: Working together for the best outcomes for youth with serious emotional disorders (2006)

http://www.tapartnership.org/advisors/juvenile_justice/downloads/JJ_MH_Pub.pdf

>Investigation of profiles of risk factors for adolescent psychopathology: A person-centered approach (2006) G. Parra, et al, Journal of Clinical Child and Adolescent Psychology, 35(3) 386-

402.

>Taking charge: An introductory guide to choosing the most effective services for the mental, behavioral, and emotional health of youth within a System of Care (2006)

<http://www.tapartnership.org/download/taking%20charge.pdf>

>Effect of anxiety reduction on children's school performance and adjustment (2006) J. Wood, *Developmental Psychology*, 42(2) 345-349.

>Associations between behavioral/emotional difficulties in kindergarten children and the quality of their peer relationships (2006) S. Perren, et al, *Journal of the American Academy of Child & Adolescent Psychiatry*, 45(7) 867-876.

>Posttraumatic stress disorder: Etiology, epidemiology, and treatment outcome (2006) T. Keane, et al, *Annual Review of Clinical Psychology*, 2, 161-197. <http://arjournals.annualreviews.org>

***Family, School & Community**

>Challenges and opportunities in children's mental health: A view from families and youth. (2006) National Center for Children in Poverty. http://nccp.org/pub_ocr06a.html

>Social, emotional, ethical, and academic education: Creating a climate for learning, participation in democracy, and well-being. (2006) J. Cohen, *Harvard Educational Review*, 76(2) 201-237.

>Immigrant youth: Acculturation, identify, and adaptation (2006) J. Berry, et al. *Applied Psychology (An International Review)* 55(3) 303-323.

>Understanding changes in child poverty over the past decade (2006) A. Nichols, Urban Institute. <http://www.urban.org/url.cfm?id=411320>

>P-16 Collaboration in the States (2006) <http://www.ecs.org/clearinghouse/69/26/6926.pdf>

>Examining school connectedness as a mediator of school climate effects (2006) A. Loukas, et al, *Journal of Research on Adolescence*, 16(3) 491.

>Family processes mediating the relationship of neighborhood disadvantage to early adolescent internalizing problems (2006) S. Deng, et al, *The Journal of Early Adolescence*, 26(2) 206-231

>Setting the stage: Career development and student engagement (2006) M. Kenny, *Journal of Counseling Psychology*, 53(2), 272-279.

>Freshman year dropouts: Interactions between student and school characteristics and student dropout status (2006) K. Zvoch, *Journal of Education for Students Placed at Risk*, 11(1) 97-117. <http://www.leaonline.com>

>Is extracurricular participation associated with beneficial outcomes in concurrent and longitudinal relations (2006) J. Fredricks & J. Eccles. *Developmental Psychology*, 42(4) 698-713.

>Disseminating evidence-based practices in substance abuse treatment: A review with suggestions (2006) W. Miller, et al, *Journal of Substance Abuse Treatment*, 31(1) 25-39.

<http://www.journals.elsevierhealth.com>

***Policy, Systems, Law, Ethics, Finances & Statistics**

>Kids Count data book (2006) <http://www.aecf.org/kidscount/sld/databook.jsp>

>Individuals with Disabilities Education Improvement Act of 2004. Part B Regulations (2006)
<http://www.ed.gov/policy/speced/guid/idea/idea2004.html#regulations>

>Mayoral takeovers in education: A recipe for progress or peril? Harvard Educational Review, Summer, 2006, 76(2) http://gseweb.harvard.edu/hepg/commentary_HER_v76n2.pdf

>Current Expenditures for Public Elementary and Secondary Education: School Year 2003-2004 (2006) <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006352>

>No Child Left Behind Act: Assistance from education could help states better measure progress of students with limited English proficiency (2006) Government Accountability Office.
<Http://www.gao.gov/highlights/d06815high.pdf>

>Digest of Education Statistics, 2005 (2006)
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006030>

>What happens to victims? A research guide for disaster-response studies (2006) H. Hatry, et al, Urban Institute <http://www.urban.org/publications/411347.html>

Note: The 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 100 alphabetized topic pages 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. Ltaylor@ucla.edu

@#@@#@

“To succeed you’ve got to have focus: the ability to see the big picture, the courage to dig in and persevere so that when life throws you a curve you don’t get derailed.... Sometimes the road stretches straight ahead. Sometimes you’re stuck in 5 o’clock traffic. Sometimes you’re just trying to find the nearest exit.”

Margaret Spellings

@#@@#@#

***A FEW UPCOMING INITIATIVES, CONFERENCES AND WORKSHOPS**

>Taking Action to Keep Kids Alive: Connecting to National Resources. MCHCOM.COM Webcast. Wednesday, September 13, 2006 2:00-3:30 pm Eastern. <http://www.mchcom.com/>

>Innovation, Intervention and Education in Latino Behavioral Health, 9/19-21/06, Los Angeles, CA. <Http://www.lbhi.org>

> National Coordinating Committee on School Health and Safety, 9/20/06, Crystal City, VA
<http://mchb.hrsa.gov/healthystudents/>

>California School Health Centers Conference, 9/25/06, Los Angeles, CA.
<Http://www.schoolhealthcenters.org>

>Advancing School-Based Mental Health, 9/28-30/06, Baltimore, MD
<http://csmha.umaryland.edu>

>Peer Influence Processes in Youth, 10/9-10/06, Chapel Hill, NC.
<Http://www.childandfamilypolicy.duke.edu/>

>Sustainable Schoolwide SEL: Implementation Guide and Toolkit, 10/23-24/06, Chicago, IL.
http://www.casel.org/downloads/CASEL_flyer_final.pdf#search='sustainable%20schoolwide%2

OSEL%3A%20implementation%20Guide%20and%20Toolkit'

>Transforming Society with Youth, 10/26-28,06, Minneapolis, MN.

[Http://www.search-institute.org/hchy](http://www.search-institute.org/hchy)

>Beyond School Hours, 2/7-10/07, Greensboro, NC. <http://www.foundationsinc.org>

Note: for additional and ongoing information about conferences, refer to our website at <http://smhp.psych.ucla.edu/upconf.htm>

If you want to list your conference, please email information to ltaylor@ucla.edu

@#@@#@#

“In their gut, teachers know teaching is not a cut-and-dried set of tasks, but a mix of evidenced-based practice, art, and intuitive judgments seasoned by a dash of luck.”

Jane David and Larry Cuban

@#@@#@#

****CALLS FOR GRANT PROPOSALS, PRESENTATIONS & PAPERS**

>Grants

See the electronic storefront for federal grants at <http://www.grants.gov>

You can use it to double check due dates and access applications.

Current Examples:

>U. S. Department of Education (<http://www.ed.gov/>)

>>Education Research Grants (84.305)

>Research on High School Reform (due 11/16/06)

>>Special Education Research Grants (84.324)

>Response to Intervention (due 11/16/06)

>Secondary and Transition Services (due 11/16/06)

>Individualized Education Programs (due 11/16/06)

>>Personnel development to improve services and results for children with disabilities – preparation of leadership personnel (84.325D) Due 10/10/06

>Substance Abuse and Mental Health Services Administration (<http://www.samhsa.gov>)

>>Knowledge dissemination conference grants (PA-06-001) Due 10/31 and 1/31

>National Institutes of Health (<http://grants.nih.gov>)

>>Early identification and treatment of mental disorders in children and adolescents (R01)
Due 10/1/06

>>Science Education Drug Abuse Partnership Award. Due 10/1/06

>>Parenting capacities and health outcomes in youths and adolescents (R21)

>American Foundation for Suicide Prevention (<http://www.afsp.org>)

>>Research Grants (due 12/15/06)

Note: If you want to Surf the Internet for Funds, go to <http://smhp.psych.ucla.edu>. Click on Quick Find, scroll down Center Responses to Financing and Funding. Provides links to funding sources and our Quick Training Aid on Financing Strategies to Address Barriers to Learning.

>Call for Proposals

>>American School Counselor Association conference 6/23-26/07, Denver CO. Proposals due 9/5/06. [Http://68.164.250.182/ascaweb/callforprograms.htm](http://68.164.250.182/ascaweb/callforprograms.htm)

>Society for Prevention Research meeting 5/20-6/1/07 in Washington, DC. Call for papers due 10/16/06. <http://www.preventionresearch.org/meeting.php>

@#@#@#

“It infuriates me to be wrong when I know I’m right.”

Moliere

@#@#@#

****UCLA CENTER RESOURCE UPDATE**

***Reports and Publications**

>>Building Collaboration for Mental Health Services in California Schools: What Will be Built?
[Http://smhp.psych.ucla.edu/pdfdocs/buildingcollabformhrfpanalysis.pdf](http://smhp.psych.ucla.edu/pdfdocs/buildingcollabformhrfpanalysis.pdf)

>>Call to Action: Student Support Staff: Moving in New Directions through School Improvement – emailed to you earlier this week

>>“School and Community Collaboration to Promote a Safe Learning Environment,” July, 2006, The State Education Standard Vol 7(1) 38-42, National Association of State Boards of Education

>>Center resources now also available through ERIC:

ED492310 “Grade Repetition; Social Promotion; Public Education; Educational Policy; Classroom Techniques; Educational Practices; Intervention”

ED492312 “Preschool Programs: A Synthesis of Current Policy Issues.”

ED490010 “Youngsters’ Mental Health and Psychosocial Problems: What are the Data?”

ED490007 “Another Initiative? Where Does it Fit? A Unifying Framework and an Integrated Infrastructure for Schools to Address Barriers to Learning and Promote Healthy Development”

ED490004 “Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component.”

ED490008 “Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports.”

ED491711 “Systemic Change for School Improvement: Designing, Implementing, and Sustaining Prototypes and Going to Scale.”

ED490011 “Restructuring Boards of Education to Enhance Schools Effectiveness in Addressing Barriers to Student Learning”

*Upcoming Statewide Summit for the National Initiative: New Directions for Student Support

Next Statewide Summit is in Seattle, WA in September. Send us nominations for education leaders who should be invited to ltaylor@ucla.edu

For more information on the UCLA Center for Mental Health in Schools, go to the website at <http://smhp.psych.ucla.edu> or contact:

Howard Adelman and Linda Taylor, Co-directors

School Mental Health Project/Center for Mental Health in Schools

UCLA Department of Psychology

Los Angeles, CA 90095-1563

Phone: (310) 825-3634; Toll Free (866) 4842; Fax (310) 206-8716

Email: smhp@ucla.edu

#####

Check out our sister center, Center for School Mental Health Analysis and Action, at <http://csmha.umaryland.edu> or contact Mark Weist, Director, CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 737 W. Lombard St. 4th floor, Baltimore, MD 21202.

Toll free phone: 888-706-0980. Email csmh@umpsy.umaryland.edu

CSMHA will have its annual conference "Advancing School-Based Mental Health," 9/28-30/06 in Baltimore, MD <http://csmha.umaryland.edu>

@##@##@#

"I have not yet begun to procrastinate."

@##@##@#

****OTHER HELPFUL INTERNET RESOURCES**

>International Alliance for Child and Adolescent Mental Health
<http://www.intercamhs.org>

>Teens speak out: dating violence. <Http://www.breakthecycle.org>

>Creating a Personalized and Orderly Learning Environment in High School
http://www.mdrc.org/area_issue_14.html

>Prescription drugs: Misuse, abuse and addiction: A research Update
<http://www.nida.nih.gov/meetsum/misuse.html>

>Critical Issues in Adolescent Participants in Out-of-School Time Activities
<http://www.gse.harvard.edu/hfrp/projects/afterschool.conference/index.html>

>Developing an Anti-bullying Program: Increasing safety, reducing violence
<http://www.iacp.org/training/bullyingbrief.pdf>

>Katrina Research Project on Equity. <Http://www.katrinaresearch.org>

>Mental Health Needs of Youth Involved with Juvenile Justice
<http://www.ncmhjj.com/publications/default.asp>

Note: For a wide range of relevant websites, see our Gateway to a World of Resources at
http://smhp.psych.ucla.edu/gateway/gateway_sites.htm

#####

****TRAINING AND JOB OPPORTUNITIES**

<Research and Evaluation Coordinator>

Georgia Campaign for Adolescent Pregnancy Prevention, Atlanta, GA. Contact
HR@GCAPP.ORG

<Psychologist>

Children's Hospital Neighborhood Partnerships, Children's Hospital, Boston. To work with Boston public schools. Contact caroline.watts@childrens.harvard.edu

<Program Director>

Student Assistance Program, Maine High School, Park Ridge, IL.
<http://www.generalasp.com/D207/onlineapp/>

<School Social Worker>

Posen-Robbins School District, Posen, IL. Fax Resume to 708-388-1977

<School Nurse>

Regional School District #17, Higganum, CT. On information call Pupil Services office at (860) 345-4244.

Note: For more information on employment opportunities, see <http://smhp.psych.ucla.edu/job.htm> Following the list of current openings, you will see links to HRSA, SAMHSA, and other relevant job sites.

@#@@#

“I don’t repeat gossip, so listen carefully.

@#@@#

****COMMENTS, REQUESTS, INFO, QUESTIONS FROM THE FIELD**

> Neighborhood House in St. Paul is sponsoring an October 12 statewide conference on school/community partnerships. The conference is closely related to integration and the achievement gap. [Http://www.neighb.org/updatedlearning/index.htm](http://www.neighb.org/updatedlearning/index.htm)

Responses to last month’s emerging issue: Grade Retention: What’s the prevailing policy and what needs to be done?

(1) “I agree with all points. But what is the solution? The schools are not seemingly interested in reaching out to all students and families to ensure a supportive learning environment and in all fairness probably couldn’t reach all families if they tried. How do we get families to advocate for themselves within the school system and encourage them not to be afraid and teach them how to advocate for the sake of their children?”

(2) “Three factors are essential in ensuring teachers are able to employ strategies that can counter grade retention:

1.a focus in their professional development on learning how to implement the type of approach described above

2. ensuring classrooms are designed in ways that assure time for teachers to implement what they have learned (e.g., schools must promote the type of collaborative classrooms and grouping strategies that have the effect of turning big classes into smaller units)

3.developing a comprehensive school-wide focus on addressing barriers to learning and teaching.

The bottom line is that until schools do all they should to enable student performance and learning, policies such as grade retention will further victimize those who have already been victimized by a system that is not only nonsupportive, but hostile

Suggestion:

I completely agree with the last sentence.

I am just reviewing multiple student grades in 11th grade English from a Northern California School site. With student interviews I found the following:

If the student was repeating the class to remove a failing grade, the student would likely receive a D or an F mark in the course. If the student was taking the course to relieve his/her academic schedule in the Fall semester marks were C marks and above.

The repeating students were bored, tended to be annoyed with the teachers and made no progress even though they had no learning impediment. They were in a Decile 10 school where no student ever fails, if I believe the Superintendent.

It makes no sense for a student to repeat over and over again . So it appears as if an option were needed. Plus it is a drain on finances, Allow the student to take another course with another teacher. Nathaniel Hawthorne can overdone.

There is a vast difference between teaching and learning psychologies. Teaching styles are frequently inappropriate for the failing student. Repeating students who failed belong in small classes with personalized learning with altered curriculum content but not diminished in scope and content. Teachers with demonstrated capacities of: “Competency, Commitment and Compassion”. (Fr. Theodore Hesburgh, , President Emeritus, Notre Dame University)are the

choice for success.

11th grade students who are barely making it stand the consequence of having insufficient credits for graduation., Something has to happen. So each school must do a credit check at mid-year on the 11th graders. If they are bereft of credits, get them into a small learning community.

It is again a hostile act of education to require CAHSEE.”

#####

THIS IS THE END OF THIS ISSUE OF ENEWS

See below for source identifying information

Who Are We? Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, the national Center for Mental Health in Schools was established in 1995. The Project and Center are co-directed by Howard Adelman and Linda Taylor. The UCLA Center is one of two national centers first funded in October, 1995, by the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration, U.S. Dept. of Health & Human Services (Project #U45MC00175). In open competition, both Centers were refunded in 2000 for a second 5 year cycle with the Substance Abuse and Mental Health Services Administration's Center for Mental Health Services joining HRSA as a co-funder. In 2005 after open competition, both Centers were funded for a third five year cycle. (In this cycle, SAMHSA joined HRSA as a co-funder only for the first year.) As sister Centers, the Center at UCLA and the one at the University of Maryland focus on advancing efforts to enhance how schools address mental health and psychosocial concerns. A description and evaluation of the Center's work and impact is available at

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

For more information about the Center or about ENEWS, contact Center Coordinator Perry Nelson or Center Co-Directors Howard Adelman and Linda Taylor at:
UCLA School Mental Health Project/Center for Mental Health in Schools
Box 951563, Los Angeles, CA 90095-1563
Phone (310) 825-3634; Toll Free (866) 846-4843; Fax (310) 206-8716
email: smhp@ucla.edu