

ENEWS & Resources for School Improvement*

August, 2018 (Vol. 22 #11) – 32 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.**



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



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

What's Here

Resources from Across the Country

Special focus for each month this school year –

Schools have a yearly rhythm that provides a pattern for proactively addressing regular concerns that arise

Transforming student/learning supports – Updates

Comments, requests, information, questions from the field

and more

Resources from Across the Country

- > *Opportunities for Improving Programs and Services for Children with Disabilities* – <https://doi.org/10.17226/25028>
- > *Guide to Promoting Professional Development* – <http://www.cdc.gov/healthyschools/trainingtools.htm>
- > *Homelessness and Juvenile Justice* – <http://juvjustice.org/homelessness>
- > *About Homeless Youth* – <http://smhp.psych.ucla.edu/pdfdocs/homeless.pdf>
- > *School Leadership: A primer for state policymakers* – <https://www.ecs.org/school-leadership-a-primer-for-state-policymakers/>
- > *Addressing Mental Health in School Crisis Prevention and Response* – <https://wvde.us/wp-content/uploads/2018/01/Addressing-Mental-Health-in-School-Crisis-Prevention-Response.pdf>
- > *Enhancing School Safety Using a Threat Assessment Model* https://www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf
- > *Youth Risk Behavior Trends 2007-2017* – <https://www.cdc.gov/healthyyouth/data/yrbs/pdf/trendsreport.pdf>
- > *Embedding the Arts into the School's Agenda: Music as an Example* – <http://smhp.psych.ucla.edu/pdfdocs/music.pdf>

A few relevant journal publications and special reports

- >Conceptualizing the Problems and Possibilities of Interprofessional Collaboration in Schools (2018). S. Stone & J. Charles. *Children & Schools*, 40, 185–192. <https://academic.oup.com/cs/article/40/3/185/4994617>
- >The Role of Policy in Promoting Efficient and Quality Discipline Reform.(2018). E. Fergus. *School Psychology Review*, 47, 199-202. <http://naspjournals.org/doi/abs/10.17105/SPR-2018-0019.V47-2>
- >Learning Together: Implementation of a Peer-Tutoring Intervention Targeting Academic and Social–Emotional Needs (2018). G. Capp, R. Benbenishty, R. Astor & D. Pineda *Children & Schools*, 40, 173–184. <https://academic.oup.com/cs/article/40/3/173/4994615>
- >Empowering Marginalized Parents: An Emerging Parent Empowerment Model for School Counselors (2018). J. Kim, K. Fletcher, & J. Bryan. *Professional School Counseling* 21(1b), 1-9. <http://journals.sagepub.com/doi/pdf/10.1177/2156759X18773585>
- >The One Voice Project: A Case of Complexity in Community-Driven Education Reform (2018). N. Davis, X. Monroe, & T. Drake. *Journal of Cases in Educational Leadership*, 21, 53–65. <http://journals.sagepub.com/doi/pdf/10.1177/1555458917722819>

>upcoming conferences, initiatives, workshops
<http://smhp.psych.ucla.edu/upconf.htm>

>webinars
<http://smhp.psych.ucla.edu/webcast.htm>

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Children want the same things we want.
To laugh, to be challenged, to be entertained and delighted.

Dr. Seuss

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Special focus for each month this school year –

Special concerns regularly arise at schools throughout the year. A major school improvement thrust involves a proactive approach to addressing such concerns. One way is to adopt a special monthly theme to address a particular concern in a timely manner. The Center has resource illustrating this. See *Improving Teaching and Learning Supports by Addressing the Rhythm of a Year* -- <http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf> or go to our Center's website (<http://smhp.psych.ucla.edu> and click on the icon labeled: *Ideas for Enhancing Support at Your School*).

Examples of concerns arising over the year covered in the resource are:

- *Getting off to a Good Start (Welcoming and Social Support for Newcomers & Enabling School Adjustment)*
- *Enhancing Student Engagement*
- *Enhancing Learning Supports (Addressing Ongoing Barriers to Learning and Teaching)*
- *Minimizing Stress Reactions & Preventing Student and Staff "Burnout"*
- *Re-engaging Disconnected Students*
- *Increasing Graduation Rates by Working at All Levels*
- *Spring Can be a High Risk Time*

- *Anticipating the end of the school year*
- *Helping Students and Families Plan Transitions to a New Grade/New School*
- *End-of-the-Year Student Celebrations at All Levels: Hope, Congratulations, Safe Exuberance*

Clearly, every month, there are important opportunities for anticipating predictable problems and planning prevention and early intervention to minimize them. Student support personnel can play a major role in formulating and providing supports for implementing a theme of the month. By pursuing such opportunities, schools enhance teachers' ability to do their job well.

Given the limited time a school has for personnel development, focusing on a different theme each month engages all stakeholders as a community of learners. Emphasizing a theme encourages doing some reading, discussions with colleagues, learning about additional resources from our Center and elsewhere. All this helps build capacity and can help in developing learning supports into the type of comprehensive system that enhances equity of opportunity for all students to succeed at school and for making schools better places for all who spend so much of their lives there.

For the beginning of school, the first concern is: *How do we welcome and bring students and their families into our school?* See “Getting off to a Good Start” – <http://smhp.psych.ucla.edu/pdfdocs/rhythms.pdf#page=5>

Additional Center Materials on Starting a New School Year

- *Easing the Impact of Student Mobility: Welcoming and Social Support* – <http://smhp.psych.ucla.edu/easimp.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>

Topics in July’s School Practitioner Community of Practice

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

- > *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*
- > *Limited budgets make for difficult choices about priorities*
- > *Measuring social emotional development*

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We’re building better fire trucks, but we’re not building better smoke alarms.

David Perrodin, school safety expert

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Transforming Student and Learning Supports

Excerpt from “Principals Path to Leadership: Compendium of Effective Practices”
https://files.nassp.org/igx_temp/NASSP_Principals_Path_to_Leadership_Report_2017.pdf

"In Alabama, 76 percent of students served by the Alabama State Department of Education (ALSDE) qualify for free and reduced-price school meals, and 64 percent of schools receive Title I funding. ... Many efforts to address barriers to learning, teaching, and re-engaging disconnected students were spread across different initiatives. ...

Through the Office of Learning Supports, ALSDE embarked on the statewide Learning Supports Initiative in Fall 2012 to increase student learning and engagement in the teaching and learning process and to eliminate barriers to student success. In the course of this work, ALSDE also targeted the leadership capacity of its principals to drive change. Utilizing the Learning Supports Framework, the initiative was designed to create a distributed leadership model focused on the challenges of achieving positive learning outcomes. Based on the work of Dr. Linda Taylor and Dr. Howard Adelman at the University of California, Los Angeles, the Learning Supports Framework addresses student support services that are fragmented or marginalized – bringing instruction, learning supports, and school management under one leadership team.

To create change, the framework helps principals assess overlapping roles and resources and develop an integrated organizational and operational school structure focused on improving schools. Since the 2013—14 school year, 50 districts and approximately 300 principals have implemented the Learning Supports Framework to address barriers to student achievement, learning, and graduation at their schools. ...

The Alabama Strong program customizes the Learning Supports Initiative to meet the needs of these principals The program will enable principals to implement the Learning Supports Framework and receive additional leadership development to:

- >Implement a comprehensive framework for school improvement that enables him/her to be the catalyst for sustained school improvement
- >Collaboratively develop and lead a strong vision and mission that is supported by strategic action plans
- >Identify and implement actions and strategies that will foster family and community ties, professional capacity of teachers and staff, a student-centered learning environment, and high-quality instruction for all students.
- >Address the barriers of poverty and rural isolation through a strength-based approach
- >Build capacity of school leadership to use a distributive leadership model
- >Utilize a systematic approach to align financial and human resources
- >Improve the learning outcomes of children in high-poverty school districts in Alabama
- >Develop the necessary leadership and change management skills to bring the project to scale through collaboration with the Alabama State Department of Education
- >Use of the Learning Supports Framework to organize and align resources: The framework guides principals in leading change by using a coherent organizational and operational structure that addresses overlapping roles and functions. One aspect of the framework involves mapping, where principals assess the resources currently available at their school, determine the utilization and value of each, and coordinate and integrate resources that are creating change at their school to give principals greater capacity to lead. ...

Thus far, the initiative has seen results that have gained the attention of a third-party organization, the Public Affairs Research Council of Alabama (PARCA). PARCA recognized the initiative as a major factor in statewide improvements in the graduation rate, which increased from 72 percent to 86 percent in four years. In addition, the districts and schools involved in the first two cohorts of the applied Learning Supports Framework have shown remarkable improvement in student engagement, reflected by a decrease in student absences. In the second year of using the Learning Supports Framework, the first two cohorts combined saw an average decrease of 10,000 days of student absences per district....”

Let Us Know:

(1) About any presentations on this topic

(2) 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

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Teaching kids to count is fine, but teaching them what counts is best.

Bob Talbert

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>Calls for grant proposals & presentations
<http://smhp.psych.ucla.edu/upcall.htm>

> job and training opportunities
<http://smhp.psych.ucla.edu/job.htm>

News from around the country related to addressing barriers

US Department of Education pilots student centered funding. Puerto Rico Department of Education will be the first to pilot new flexibility under the Every Student Succeeds Act to create a student-centered funding system. The model is designed to equitably allocate local, state and federal resources based on student needs. ESSA provides for 50 school districts to pilot a new student-centered funding system that combines local, state and federal dollars. This innovative approach allows maximal resources to be allocated to schools based on quantifiable student need, directing the most resources to support students who need them most. The result is a more equitable, predictable and transparent method of allocating resources that puts students first. ESSA specifically requires that pilot districts allocate substantially more funding to support students from low-income families, English learners, and any other educationally disadvantaged group as chosen by the school district. Puerto Rico designed its system to allocate additional funds to support students from low-income families, language learners and students in rural schools. 7/2/18

<https://www2.ed.gov/policy/elsec/leg/essa/scfp/studentcentered.html>

What happens when schoolchildren live in violent neighborhoods? Johns Hopkins University sociologist discovered that the consequences of neighborhood violence reach further than previously known, even spilling over to students who come from safe neighborhoods. The study analyzed data from freshmen in Chicago Public Schools between 2002 and 2010 and examined their test results over time. Taking into account other factors, the study found that classes with greater proportions of students from violent neighborhoods performed worse than classes with fewer such students. Because of Chicago's school choice policies, students in a single school can come from vastly different neighborhoods, allowing researchers to examine the effects of attending a school with a high proportion of students from violent neighborhoods. 7/3/18

https://www.washingtonpost.com/news/education/wp/2018/07/03/what-happens-when-schoolchildren-live-in-violent-neighborhoods-the-effects-are-broader-than-previously-known-a-study-finds/?utm_term=.b34fcab01279

Wisconsin schools, districts get \$3.5M in safety grants. Fifty-two Wisconsin schools and school districts have been awarded \$3.5 million in grants through the Department of Justice School Safety Grant Program. The money will be spent on building safety improvements and training for faculty and staff. Republicans passed legislation earlier this year that lays out \$100 million for school safety

upgrades and safety training. The measure requires schools to create a safety plan with local police to be eligible to receive the money. Attorney General Brad Schimel announced the latest round of grants Monday, and says more grants will be announced soon. A total of 735 schools and school districts have requested funding. Schimel says the program improves the physical safety of buildings and established a meaningful way to strengthen response to mental health crises. 7/9/18
https://www.richmond.com/news/ap/wisconsin-schools-districts-get-m-in-safety-grants/article_2b7b2caa-83d9-5f30-97b2-ba10b1a2e592.html

School system to launch first-ever 'Summer Series' to discuss education issues. The Anne Arundel (MD) public school system hosted a series of discussions this summer to address a variety of issues facing county students. The hour-long sessions include Student code of conduct, social, emotional and physical support of students, choice and alternative education, curriculum and instruction, and school security. The series is an off-shoot of the district's recently unveiled strategic plan, which emphasizes the need for the school system and the community to "become better together." Each discussion will begin with a 20-minute presentation from district staff, followed by questions from community members. There will also be administrators on site who can privately talk to families who have personal issues related to their child's education. 7/5/18
<http://www.capitalgazette.com/news/schools/bs-md-anne-arundel-schools-series-20180705-story.html>

More Students Are Getting Special Help in Grades K-12. More students are getting extra help for a range of issues including ADHD and anxiety, data show, with a disproportionate amount of those receiving support attending schools in wealthier districts. From the 2009-10 school year to 2015-16, the number of public school students in kindergarten through 12th grade granted accommodations known as 504 plans more than doubled, according to a Wall Street Journal analysis of federal data. 504 plans are designed to level the academic playing field for K-12 students who face a variety of physical and emotional challenges by providing services such as extended time for tests, including college entrance exams like the SAT and ACT. 7/3/18
<https://www.wsj.com/articles/more-students-are-getting-special-help-in-grades-k-12-1530646260>

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*Everybody is a genius. But if you judge a fish by its ability to climb a tree,
it will live its whole life believing that it is stupid.*

Albert Einstein

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Comments and sharing from the field

(1) We've received some great comments about our latest book

>Improving School Improvement.

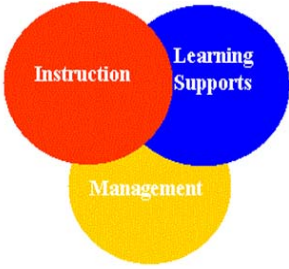
Online and free at http://smhp.psych.ucla.edu/improving_school_improvement.html

(2) Announcing *The Cambridge Handbook of Applied Psychological Ethics* (2018) edited by Mark Leach and Elizabeth Welfel. One of the chapters is by Adelman and Taylor (entitled: "Ethical Issues in Addressing Mental Health Concerns in Schools").

(3) As always, it is a joy to hear that our efforts are appreciated. Here's a comment we just received: "I'm retiring in a couple of weeks after 48 years working in and around schools, as a teacher, guidance counselor, student well-being officer..... Your work has been a constant source of support and inspiration for what I've been doing over the years. I'm writing to say - thank you."

And we say thank you to all of you who are immersed each day in improving the lives and futures of young people.

*Information is online about the



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

Also online are two free books

Improving School Improvement

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

Addressing Barriers to Learning: In the Classroom and Schoolwide

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

THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? Recently renamed the Center for MH in Schools and Student/Learning Supports, our national Center 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 Center is 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 or adelman@psych.ucla.edu

Send info to share with others or ask for specific resources by email to Ltaylor@ucla.edu