
From the Center at UCLA



2015 National Initiative
for Transforming Student
and Learning Supports

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

**THE 2015 NATIONAL INITIATIVE FOR TRANSFORMING STUDENT AND LEARNING SUPPORTS
IS OFF AND RUNNING**

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

Building Momentum for Ending the Marginalization of Student and Learning Supports

Messages of support for the initiative are flowing in from many superintendents, principals, student support staff, and other stakeholders.

The comments indicated resounding agreement about the need for greater attention to ending the marginalization of student and learning supports. And we were pleased to hear appreciation about the value of the new book *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System* and the expressions of gratitude about the book being made available at no cost (<http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf>).

A common question being asked is about what would be most helpful at this point.

In order to involve as many folks as feasible in taking action, we will regularly be outlining specific steps that can be taken (e.g., the emails we send out go directly to about 100,000 folks across the country who then forward them to others).

We understand that not everybody is in a position to take direct action, but if you can --

Here are some first steps for expanding the current discussion of school improvement in ways that can end the marginalization of student and learning supports:

(1) Get the word out. Continuing to inform and encourage action by others is a critical first and ongoing step; so anything you can do along this line is fundamental.

Please take a few minutes to suggest to others that they at least look at the website for the initiative (<http://smhp.psych.ucla.edu/newinitiative.html>). You might also suggest that those who are not signed up to receive information directly from the Center may want to do so by sending a sign-up request to Ltaylor@ucla.edu.

(2) Send info about ending the marginalization of student and learning supports to policy makers. See the letter we sent to the Congressional education committees

(<http://smhp.psych.ucla.edu/pdfdocs/congletter.pdf>). Included with the letter was a copy of the initiative announcement and first press release (see initiative webpages for these -- <http://smhp.psych.ucla.edu/newinitiative.html>). Encourage anyone who can to send similar letters and enclosures not only to the Congressional committees, but also to state legislative committees, school boards, and any others who can affect current school improvement policy and practice.

(3) Get the message to those actively advocating for school improvement and equity of opportunity.

We also have sent and will continue to send a special message to those who are testifying to the Senate committee, as well as others we note are making webinar and conference presentations related to addressing barriers to learning and teaching and re-engaging disconnected students. The message stresses the imperative for discussing steps to end the marginalization of student and learning supports in school improvement policy and practice. (To see the message we send, go to our Facebook page and freely adapt the points -

- <http://www.facebook.com/pages/Los-Angeles-CA/Center-for-Mental-Health-in-Schools-at-UCLA/263769961783> .

Please let us know if you have ideas about other immediate actions that should be taken (send to Ltaylor@ucla.edu or adelman@psych.ucla.edu).

We look forward to continuing to work with you in the best interests of children.