Emerging Issue

>**Concerns about making school climate an accountability measure**

This month's focus for schools to address barriers to learning
>**Countering summer learning loss and providing for enrichment**

AND

News from around the country

National Initiative for Transforming Student & Learning Supports Update

UCLA Center Resources Update

Access links about:
>Upcoming initiatives, conferences & workshops
>Upcoming and archived webcasts and online professional development
>Calls for grant proposals, presentations & papers
>Job and training opportunities

A few other helpful resources accessible from the internet

Additional recent publications relevant to
>School, family, & community
>Policy, systems, law, ethics, finances & statistics
>Child, adolescent, and young adults' mental and physical health

Comments, requests, information, questions from the field

Note: In keeping with the *National Initiative for Transforming Student & Learning Supports*,* this newsletter has expanded its thematic emphasis to encompass (1) daily concerns confronting those working in and with schools, (2) policies and practices relevant to the transformation of student and learning supports, and (3) promoting whole child development and positive school climate.

**For more on the national initiative and the many resources from our Center,
see* **http://smhp.psych.ucla.edu**

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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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NEWS FROM ACROSS THE COUNTRY

Report suggests VA abandon zero-tolerance policies. A report from the Legal Aid Justice Center suggests Virginia abandon zero-tolerance discipline policies. Data show the state disproportionately suspends African-American students and students with disabilities. (5/19)
http://www.csmonitor.com/USA/Education/2016/0519/VA-school-discipline-is-widespread-discriminatory-study-says

GED would no longer be the only diploma exam for dropouts under new proposal. The GED exam would no longer be the only test allowing off-track students and dropouts to earn a high school diploma, under a proposal announced by Gov. John Kasich. See the recent Education Commission of the States report on high school equivalency assessments. (5/18/16)
http://www.cleveland.com/metro/index.ssf/2016/05/ged_would_no_longer_be_the_only_diploma_exam_for_dropouts_under_proposal_from_gov_john_kasich.html

Report finds segregation in education on the rise. Six decades after the Supreme Court outlawed separating students by race, stubborn disparities persist in how the country educates its poor and minority children. A report by the nonpartisan Government Accountability Office found deepening segregation of black and Hispanic students at high-poverty K-12 public schools. These schools often offered fewer math, science and college prep classes, while having disproportionally higher rates of students who were held back in ninth grade, suspended or expelled. 5/17/16
http://www.richmond.com/news/national-world/government-politics/ap/article_45ac74ac-80d6-5b42-8503-401ed9468476.html

State aims to reflect diversity in classroom study. How do you teach the history of the world in California schools, where nearly two-thirds of students are Latino or Asian, many from newly immigrated families? That's the challenge facing a California panel charged with establishing a new history and social studies framework for the state's 6.2 million public school students. California has the largest K-12 population in the country, so changes in its textbooks often prompt revisions in other states. 5/19/16
http://www.richmond.com/news/national-world/ap/article_a62f89eb-1796-5bff-b5b4-299d9ac2f654.html

School counselors face changing roles and growing need. The role of the school counselor has evolved dramatically over the years. Decades ago, they were primarily responsible for helping students choose a college and apply for scholarships. Now counselors are charged with supporting students with a wide range of needs, from forging academic and career paths to social and personal development. At the same time school counselors are taking on greater importance, their numbers are stretched thin, making it a challenge to see and spend time with all students.There''''s been a push in Minnesota to improve those ratios. A Senate budget bill includes $13 million to provide grants to school districts to hire more counselors and support staff. 5/8/16
http://www.sctimes.com/story/news/local/2016/05/08/school-counselors-face-changing-roles-growing-need/83937502/

Nevada hiring and army of social workers to fight school bullying. A sweeping statewide initiative to curb bullying in Nevada schools has crossed a major milestone after the Clark County School District, the state's largest, filled all of its more than 100 new social worker positions. Statewide, 139 social workers and supervisors are in place as of early May, and 25 positions remain unfilled. Officials said the new staff members have so far led workshops on how to identify unhealthy relationships, taught anger management techniques and helped students who are returning to school after time in a mental health institution. Gov. Brian Sandoval spearheaded an initiative last year to improve the social climate in schools after meeting with the families of three middle school students who suffered severe bullying. 5/8/16 http://www.rgj.com/story/news/2016/05/08/nevada-hiring-army-social-workers-fight-school-bullying/84119162/

Students stage walkout over school funding. Students at Boston's public schools are staging their second walkout of the year to protest education budget cuts. More than 1,000 students planned to join a march to City Hall to demonstrate their displeasure with cuts to high schools. Thousands of Boston students staged a similar protest in March. School administrators were urging students to stay in class because standardized mathematics tests were being administered. 3/17/16
http://www.richmond.com/news/ap/article_61103ad0-ac4f-5a35-8fed-dff5b5cf738e.html

Schools offer guidance on transgender issues. From locker rooms and sex education classes to dress codes and overnight field trips, many U.S. public schools already are balancing the civil rights of transgender students with any concerns that classmates, parents and community members might have. The Education Department is drawing on those practices to guide other schools as they work to comply with the Obama administration's directive that transitioning children be treated consistent with their gender identity. 5/16/16
http://www.richmond.com/life/ap/article_519ba693-ccb0-5adf-8361-71dc90d9079e.html

Walking school bus brings fund, safety to elementary students. It was a bus without walls, windows, seats or even wheels. The "walking school bus" at Christenberry Elementary School, Knoxville, TN, is powered by students as well as teacher and parent volunteers, all clad in orange safety vests, who walk to their homes together. And while the goals of the walking bus are largely safety and good health, school leaders said it's also an opportunity for students to make friends and learn about their neighborhoods. Plus, they said it's fun. As the school day ends, the teacher and parent volunteers and students gather to split into two routes for the walk home. The walking school bus runs no matter the weather - it just adds umbrellas and cold weather gear as needed. 5/15/16
http://www.richmond.com/news/ap/article_9e2ce240-00f8-5d23-a9a2-5205b5e3902d.html

City to hold Expo to promote summer learning. The mayor of Providence, RI, is hosting an event to showcase local community organizations that offer diverse, fun and educational summer programs for the city's children. Mayor Jorge Elorza will join city officials, Providence Public School District representatives and community partners for the first "Providence Summer of Learning Expo." 5/14/16
http://www.richmond.com/news/ap/article_894bc005-ab35-5493-a810-7af866493eee.html

Note: Each week the Center highlights newsworthy stories online at
http://smhp.psych.ucla.edu/whatsnew/linkstolatest.htm

If you see a story that should be included, let us know. Send to ltaylor@ucla.edu.

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It ain't what you don't know that gets you into trouble.
It's what you know for sure that just ain't so.

Mark Twain
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THIS MONTH'S FOCUS FOR SCHOOLS TO ADDRESS BARRIERS TO LEARNING*

Countering Summer Learning Loss and Providing for Enrichment

Learning loss and increases in risky behavior are major worries during the summer. Working with the community, schools (especially student and learning supports staff) need to play a role in developing summer programs that help address barriers to learning, promote healthy development, and enhance equity of opportunity.

Summer programs provide an opportunity to make learning content and processes highly relevant to youngsters by promoting active learning through special projects, problem-based and discovery learning, community service, action initiatives, and so forth. Older students can engage in "internships" or service learning. Service learning. in particular, can involve youngsters in addressing a real community need, link community work with academic goals, and encourage youngsters to reflect on and evaluate their learning.

As Johns Hopkins's Center for Summer Learning stresses in "Primer on Summer Learning Loss:"

If policymakers are serious about improving excellence and equity in public education, social science research suggests that high-quality summer programs must become a significant and central component in school reform efforts.

Below are a few excerpts from their Primer:

- All young people should have consistent access to high-quality summer enrichment programs throughout their educational careers. Programs should be proactive and offered for multiple summers.
- Elementary schools and youth development organizations should form partnerships to prevent summer loss in reading among low-income students. ... Teachers and youth development professionals should use the summers to collaborate and bridge gaps between schools and youth programs. Summer programs should incorporate research-based practices for improving cognitive development from high-quality after-school enrichment programs. . . . Summer learning should be a community-wide, inter-agency priority. There are a wide variety of roles that public agencies, community-based organizations, cultural institutions, and colleges and universities can play in improving the quality and quantity of summer learning opportunities for all young people. Improved collaboration and leveraging of funds from multiple sources will help ensure greater levels of access to programs.
- Program models should maintain a strong academic focus, but also acknowledge the unique role that summers play within American culture. Summer programs can demonstrate the power of informal learning experiences such as reading and discussing books for pleasure and gaining exposure to new cultures and ideas.
- Summer programs should be used to support the recruitment, professional development, and retention of teachers and youth program staff. ... Summers should be used to encourage teachers to try new techniques, teach different subjects or grades, acquire new skills and mentor new colleagues. Simultaneously, summers could be used to attract current college students or recent graduates to internship experiences in public school classrooms and with non-profit youth development organizations.

http://www.rif.org/educators/articles/primeronSummerLearningLoss.mspx

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About Summer School and Struggling Students: It is worth recalling the following points stressed in a 2002 report from the Southern Regional Education Board:

"...It is impossible to overemphasize the importance of innovation and creativity in meeting the needs of struggling student. Summer school involves intensive reteaching of materials that students did not master during the school year, but those students need help that goes beyond simply reteaching the same materials in the same way... What is the 'something different' that summer schools need to do? Doing 'something different' often means connecting subject matter to real-life situations that are relevant to students. It might mean finding books about baseball to read and using baseball statistics in math instruction for a student who lives and breathes the sport. It could involve using musical themes to engage a student who constantly drums on his desk or incorporating a lot of physical movement to reach the aspiring dancer. It might mean using technology that presents materials in a game-like format. It might mean simply giving a student the opportunity to discuss the material with teachers and peers to an extent not possible in the regular classroom...." http://www.sreb.org

About Schools & Communities Connecting to Enhance Summer Learning Opportunities, see:
>*Meaningful Linkages Between Summer Programs, Schools, and Community*
Partners: Conditions and Strategies for Success
http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AE
C5-9C97-496F-B230-1BECDFC2DF8B/MeaningfulLinkages.pdf

About Data That Show the Value of Summer Learning Programs, see:
>*Calculating the Return on Investment in Summer Learning*
http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AE
C5-9C97-496F-B230-1BECDFC2DF8B/RIB_Goetze_2015.pdf

About Funding for Summer Programs, see
>*2016 Summer Opportunities Funding Resource Guide*
http://www.summerlearning.org/page/2016FundingGuide

Also see the Center's Online Clearinghouse Quick Find menu at
http://smhp.psych.ucla.edu/quicksearch.htm
and scroll down to each of the following topics and browse the many links:
>*After School Programs*
>*Classroom Focused Enabling*
>*Environments that support learning *Mentoring*
>*Motivation*
>*Youth Development*

*Integrating support for learning and teaching into the natural opportunities and phases of the school year provide unlimited opportunities. For a range of ideas organized by each month, see *Ideas for Enhancing Learning Supports at your school this month* on the homepage at http://smhp.psych.ucla.edu

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Teachers always tell us to follow our dreams....
BUT they don't let us sleep in class.

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Fort McMurray, Alberta, Canada: When we heard the news of the devastating fires in Fort McMurray, we wondered if the work they had been doing related to transforming their student and learning supports system would prove helpful (see Ft. McMurray Handbook in the "Where's It Happening" section of the website –
http://smhp.psych.ucla.edu/summit2002/trailblazing.htm).

Here is some of what we have heard from them about their crisis response work:

- Their resource leadership network in the community stepped in quickly to formulate a plan of action to provide support to students, families, and staff.

- The district's website was used to indicate that
  >students should enroll in whatever district they have evacuated to,
  >end of year accommodations are being made for testing, graduations, etc.,
  >how to access a range of resources related to crisis/disaster recovery.

- The Associate Superintendent is working with district support services and school leaders to develop a operational plan for school re-entry that includes mental health and other support services. A range of resources from a number of organizations are under review in this planning.

- The district has guidance counselors, mental health therapists, and family school liaison workers who have all been trained in mental health and Psychological First Aid.

- Before schools reopen, plans include training and professional development that is role and function differentiated for administrators, teachers, and support staff.

This disaster and the quick mobilization of resources underscore the importance of developing a unified and comprehensive system of student and learning supports.

For more on crisis resources, click on the *Responding to a Crisis* icon on our homepage and also see the our online clearinghouse Quick Find on *Crisis Response and Prevention.*

If you have recovery ideas to share with this community, we would be glad to pass them on.

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As in the past, this summer's megaconference sponsored by the Alabama Department of Education will include a major emphasis on transforming learning supports. Presentations will include

> ***Bridging and Aligning the System of Supports Between the District Office and Schools: A Unified Approach***. Describes Sumter SC School District's progressive journey to create a unified culture from the ground up that has yielded positive results for students and staff, using the integrated learning supports framework. The alignment of purpose, vision, and action is necessary to weave the unified fabric necessary to cultivate positive systemic change. This is the story of one district's struggle of unification and the positive results that have emerged during implementation.

(cont.)

>*Designing and Implementing a System of Supports at the Secondary Level: Instituting a Culture of Caring and Progression through Learning Supports*. Many tiered systems at the secondary level tend to rest on a foundation of sand and therefore have difficulty building a sustainable system of learning supports. The feeder pattern of Mayewood Middle School and Crestwood High School in Sumter, SC in less than a year has transformed their school culture to embrace and successfully implement the system. Participants will understand the barriers at the secondary level and ways to move around or through those barriers. Discussion of successes in the areas of student attendance, discipline and classroom enrichment will provide participants with hands-on ideas and self-motivating leadership techniques to enhance outcomes for all students.

>*Using a Learning Supports Framework to Improve Student Learning Outcomes and Strengthen Schools*. This session is particularly designed for those districts in Alabama who will implement the use of the Learning Supports Framework in Cohorts 4 (2016-2017) or Cohort 5 (2017-2018) and individuals who are new to the work in a current cohort district. This session will describe and demonstrate application of the framework designed by Dr. Linda Taylor and Dr. Howard Adelman from the UCLA Center for Mental Health in Schools. Based upon the principles of aligning work in three components: instruction, management, and learning supports, the application of the Framework creates a distributed leadership system, improves communication and consistency, and aligns the efforts of all departments and schools toward improvement of learning goals. Participants will learn strategies, and see examples of success, that address the barriers to learning that are presented outside of school, such as issues of poverty, language barriers, or neglect. Positive results in graduation rates, decrease in disciplinary actions, and improved attendance will be highlighted. This session will ask participants to apply the framework to their current districts and schools. Participants will leave able to begin implementation of the Framework to strengthen their work.

>*Success Stories: Schools, Families, and Communities Working Together to Improve Discipline, Attendance, and Engagement*. Features examples of positive outcomes from districts and schools across the State of Alabama who are implementing an integrated Learning Supports System to address their areas of need. Participants will hear from school leaders who have aligned strategies to address attendance, discipline issues, and family-parent engagement. A particular emphasis will be on how to align and use community and family resources to address challenges. Features districts who experience rural isolation and funding challenges as well as urban and suburban districts who experience communication and consistency challenges. Participants will leave with specific strategies they can apply to improve their schools and communities.

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*For more information on transforming student and learning supports, see the webpages for the initiative -- http://smhp.psych.ucla.edu/newinitiative.html

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Being on the edge isn't as safe, but the view is better.
Ricky Gervais

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UCLA CENTER DEVELOPED RESOURCES – UPDATE

Just Updated

>*School-based Client Consultation, Referral, and Management of Care* –
http://smhp.psych.ucla.edu/pdfdocs/consultation/consultation2003.pdf

>*Volunteers to Help Teachers and School Address Barriers to Learning* –
http://smhp.psych.ucla.edu/pdfdocs/volunteer/volunt.pdf

>*Protective Factors/resiliency* – http://smhp.psych.ucla.edu/pdfdocs/sampler/resiliency/resilien.pdf

>*Afterschool Programs and Addressing Barriers to Learning* –
http://smhp.psych.ucla.edu/pdfdocs/afterschool/afterschool.pdf

>*Autism Spectrum Disorders and Schools* –
http://smhp.psych.ucla.edu/pdfdocs/autism/autism.pdf

>*School Interventions to Prevent Youth Suicide* –
http://smhp.psych.ucla.edu/pdfdocs/sampler/suicide/suicide.pdf

>*Thinking about and Accessing Policy Related to Addressing Barriers to Learning* –
http://smhp.psych.ucla.edu/pdfdocs/sampler/samp1a.pdf

School Practitioner Listserv from the Last Month

5/9/16 – *What's the best way to prepare new teachers to address behavioral and mental health concerns?*
    5/16/16 – *Special Edition: School-Community Connections*
        5/23/16 – *Special Edition: Summer Learning in the Community*

Featured Center Resources – About Schools and Communities Working Together

>*Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System* (2015) – http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf
>*Agencies Addressing Problems of Children and Youth: Pursuing a Continuum of Interventions and Working with Schools* (2014) –
http://smhp.psych.ucla.edu/pdfdocs/agenciesschools.pdf
>*"Want to Work With Schools? What is Involved in Successful Linkages?"* by L. Taylor & H. Adelman (2006). In C. Franklin, M. B. Harris, & P. Allen-Mears (Eds.), School social work and mental health workers training and resource manual. New York: Oxford University Press. – http://smhp.psych.ucla.edu/publications/54 want to work with schools.pdf
>*Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice* - http://smhp.psych.ucla.edu/pdfdocs/barriers/closinggaps.pdf

For more, see our Quick Find on *Collaboration - School, Community, Interagency; community schools* – http://smhp.psych.ucla.edu/qf/p1201_01.htm .

ACCESS LINKS ABOUT:

>**Upcoming initiatives, conferences & workshops** –
http://smhp.psych.ucla.edu/upconf.htm

>**Calls for grant proposals, presentations, and papers** –
http://smhp.psych.ucla.edu/upcall.htm

>**Training and job opportunities** – **http://smhp.psych.ucla.edu/job.htm**

>**Upcoming and archived webcasts and other professional development opportunities** – **http://smhp.psych.ucla.edu/webcast.htm**

Note: These links are on our homepage for easy access. Each is updated regularly. Just click on the indicated URL or go to our homepage at http://smhp.psych.ucla.edu
        If you would like to add information to these, send it to ltaylor@ucla.edu

OTHER HELPFUL RESOURCES ACCESSIBLE FROM THE INTERNET

>*Healthy Relationships* – http://www.girlshealth.gov/relationships/healthy/index.html
>*Friendships* – http://www.girlshealth.gov/relationships/friendships/index.html
>*Guidance on transgender student and civil rights* –
   http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201605-title-ix-transgender.pdf
>*Examples of policies and practices for supporting transgender students* –
   http://www2.ed.gov/about/offices/list/oese/oshs/emergingpractices.pdf
>*Racial and ethic differences in mental health stigma and discrimination* –
   http://www.rand.org/pubs/research_reports/RR1441.html
>*Protective and promotive factors: Family resilience* –
   http://www.cssp.org/reform/strengthening-families/2013/SF_All-5-Protective-Factors.pdf
>*Healthy ways to handle stress* – http://www.girlshealth.gov/feelings/stressed/index.html
>*K-12 Education: Better Use of Information Could Help Agencies Identify Disparities*
   and Address Racial Discrimination –
      >>Report: http://www.gao.gov/products/GAO-16-345
      >>Highlights: http://www.gao.gov/assets/680/676744.pdf
>*Journal of International Students* – https://jistudents.org/6-3/
>*Preventing bullying through science, policy, and practice* –
   http://nationalacademies.org/hmd/Reports/2016/Preventing-Bullying-Through-Science-Policy-and-Practice.aspx
>*Guidance to School Districts: Creating a Safe and Supportive School Environment for*
   Transgender Students –
   http://media.oregonlive.com/education_impact/other/Transgender%20Student%20Guidance%205-5-16.pdf
>*Promoting seamless transitions from preschool to kindergarten and beyond* –
   http://vue.annenberginstitute.org/sites/default/files/issues/VUE43_0.pdf
>*Mental health screening and self-incrimination* –
   http://cfc.ncmhjj.com/resources/mental-health-treatment-and-self-incrimination/
>*Building effective peer mentoring programs* –
   http://educationnorthwest.org/sites/default/files/building-effective-peer-mentoring-programs-intro-guide.pdf
>*National survey of educational statistics (2014)* – http://nces.ed.gov/
>*Mental Health First Aid* – http://www.mentalhealthfirstaid.org/cs/
>*Successful rentry of formerly incarcerated juveniles and adults* –
   https://www.ed.gov/news/press-releases/education-department-announces-new-tools-support-successful-reentry-formerly-incarcerated-youth-and-adults
>*Adolescent Mental Health Service Use and Reasons for Using Services in Specialty,*
Educational, and General Medical Settings –
   http://www.samhsa.gov/data/sites/default/files/report_1973/ShortReport-1973.html

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**There's only a slight difference between keeping your chin up
and sticking your neck out, but it's a difference worth knowing.**

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ADDITIONAL RECENT PUBLICATIONS

School, Family & Community

>Fostering self-regulation skills in youth: Examining the effects of a mentoring curriculum in a summer recreation program (2016). Morgan, Sibthorp, & Tsethlikai. *Leisure Sciences, 38*, 161-178. http://www.tandfonline.com/doi/full/10.1080/01490400.2015.1083496

>Head Start's impact on socio-emotional outcomes for children who have experienced violence or neighborhood crime (2015). Lee & Ludington. *Family Violence, 31,* 499-513. http://link.springer.com/article/10.1007/s10896-015-9790-y/fulltext.html

>The impact of school resource officer interaction on students' feelings about school and school police. Theriot (2016). *Crime & Delinquency, 62*, 446-469. http://cad.sagepub.com/content/early/2013/09/15/0011128713503526.abstract

Policy, systems, law, ethics, finances & statistics

>Evaluation of youth mental health first aid USA: A program to assist young people in psychological distress (2016). Aakre, Lucksted, & Browning-McNee. *Psychological Services,13,* 121-126. http://www.ncbi.nlm.nih.gov/pubmed/27148946

>A public health perspective on school dropout and adult outcomes: A prospective study of risk and protective factors from age 5 to 27 years (2016). Lansford, Dodge, Pettit, & Bates. *Journal of Adolescent Health*, ePub http://www.sciencedirect.com/science/article/pii/S1054139X16000495

>A public health perspective on school dropout and adult outcomes: A prospective study of risk and protective factors from age 5 to 27 years. Lansford, Dodge, Pettit, & Bates (2016). *Journal of Adolescent Health*; ePub. http://www.sciencedirect.com/science/article/pii/S1054139X16000495

>Principal turnover: Are there different types of principals who move from or leave their schools? A latent class analysis of the 2007-08 schools and staffing survey and the 2008-09 principal follow-up survey. Boyce, & Bowers (in press). *Leadership and Policy in Schools.* http://www.tandfonline.com/doi/full/10.1080/15700763.2015.1047033#.VypQcsv2bcs

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

>Health care resources and mental health service use among suicidal adolescents (2016). LeCloux, Maramaldi, Thomas, & Wharff. *Journal of Behavioral Health Services and Research*, ePub http://link.springer.com/article/10.1007/s11414-016-9509-8

>A pilot study of the acceptability and usability of a smartphone application intervention for suicidal adolescents and their parents (2016). O'Brien, LeCloux, Ross, Gironda, & Wharff. *Archives of Suicide Research*. ePub http://www.ncbi.nlm.nih.gov/pubmed/27136115

>Are proactive and reactive aggression meaningful distinctions in adolescents? A variable- and person-based approach. Smeets, Oostermeijer, Lappenschaar, Cohn, van der Meer, Popma, Jansen, Rommelse, Scheepers, & Buitelaar (2016). *Journal of Abnormal Child Psychology*.; ePub http://link.springer.com/article/10.1007%2Fs10802-016-0149-5

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

COMMENTS AND SHARING FROM THE FIELD

(1) "Have you had a chance to review *The Opportunity Gap* publication which was a result of Robert Putnam's 2015 book titled "Our Kids: The American Dream in Crisis"? Here's the PDF. http://theopportunitygap.com/wp-content/uploads/2016/04/april25.pdf

(2) "Love the newsletter! Your resources (and help) are invaluable. I forward it every week to the school board members in the district where I live and serve on the accountability committee. You have a broad following in Colorado!"

(3) "I am a principal that has had, and continues to have, very rich and challenging experiences in my career as an educator. I have been blessed to serve as a special education teacher, supervisor, principal, and student services support specialist at the high school level. I also served as the principal of an international school in Xi'an, China last year. As you know, teaching and learning is a fascinating phenomenon! Just this morning, I came across your article, *Dropouts and Pushouts - teachers, principals, superintendents, as well as students*, and thought this to be a vital, and one of the most immediate and pressing issues within our school systems across our country. Reauthorization of policies is a state concern, and for our most natural resource - OUR CHILDREN, and for the future of our civilization, it is hopeful for this work to be a priority."

(4) "It appears you have an extensive network of educational contacts. Recently, I wrote two books that I believe can help educators across this country with system issues they are facing daily. I am attaching the link http://www.drpaulmillerexecutiveleader.com/#!books-1/qw1th . Also I am available to speak or do PD on either book. Please feel free to contact me.

(5) "I subscribe to your UCLA monthly newsletter and deeply value the information and resources you provide! We are hosting a national conference in Portland, Maine on June 23-24 and believe that the focus of this event would be of great interest to your other subscribers ... Please consider sharing the opportunity with others... The link to conference information and registration: http://www.collaborativeforperpetualinnovation.com"

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 .

THIS IS THE END OF THIS ISSUE OF ENEWS

Who Are We? The *national Center for Mental Health in Schools* 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 Project and Center are 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