

## Keeping Public Education Viable

*School systems are not responsible for meeting every need of their students.*

*But when the need directly affects learning, the school must meet the challenge.*

Carnegie Task Force on

Education

### *How are you helping meet this challenge?*

With the enactment of SB302 in Nevada, parents can pull their children out of public school and the state will hand them about \$5,000 per child to attend the private school of their choosing. This is the latest indication that public schools need to move quickly to transform student and learning supports as a critical facet of keeping public education viable.\*

At this point, it is evident that neither of the Congressional committees focusing on the ESEA reauthorization is offering much that will significantly enhance equity of opportunity for all students to succeed at school. Thus, it is imperative that school boards, superintendent cabinets, and local school leaders move quickly to unify and develop effective and equitable learning supports systems.

## Making it Happen

*Whatever your current position:*

- Ask school boards, superintendent cabinets, and local school leaders to review how, *at the school level*, barriers to learning and teaching are being addressed and how disconnected students are being re-engaged.
- Then, ask them to move from the prevailing two component model for school improvement to the three component framework that focuses on unifying currently fragmented and marginalized student/learning supports and works on developing a comprehensive and equitable learning supports component at schools.

(As a guide, point them to the online 30 minute introductory webinar that offers a transformation blueprint for student/learning supports –

<http://smhp.psych.ucla.edu/powerpoint/briefintroslicesrec.pptx>

(an accompanying set of handouts are online at

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

or guide them to Part I of the online book on *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System* –

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

- Finally, ask them to establish a learning supports leader and component development team at schools.

>Need help in planning ways to move forward? Send an email to [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu) or [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) .

>Want to add your perspective? Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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\*For more information on the 2015 National Initiative for Transforming Student and Learning Supports, see <http://smhp.psych.ucla.edu/newinitiative.html> .

***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.***

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**Please forward this to a few colleagues you think might be interested.**

**For those who have been forwarded this and want to be part of the ongoing exchanges, send an email to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu) .**

The Center’s Facebook site can be accessed from our website homepage.

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**Looking forward to hearing from you.**

Note: Responses come only to the Center for Mental Health in Schools at UCLA. We post a broad range of issues and responses to the Net Exchange on our website at <http://smhp.psych.ucla.edu>

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