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September 15, 2014

Good News and a Challenge

>Satisfied with schools? Most parents are, but the wider community isn't – some implications and the challenge ahead

Sharing From a Colleague

>About Preventing Youth Violence and Risk Behavior

Featured Center Resource

>Guides for Developing Operational Infrastructure for a Learning Supports Component at All Levels

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**Please forward this to a few colleagues you think might be interested.
The more who join, the more we are likely to receive to share.**

**For those who have been forwarded this and want to be part of
the weekly exchange, send an email to Ltaylor@ucla.edu**

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Good News and a Challenge

Satisfied with schools? Most parents are, but the wider community isn't – some implications and the challenge ahead

Excerpt from: *Americans' Satisfaction With Education System Increases* (August 28, 2014)
http://www.gallup.com/poll/175517/americans-satisfaction-education-system-increases.aspx?utm_source=Carnegie+Foundation+Mailing+List&utm_campaign=3563eaa362-RSS_EMAIL&utm_medium=email&utm_term=0_c9dfe44995-3563eaa362-26238601

"As students return to school in the U.S., 48% of Americans are "completely" or "somewhat satisfied" with the quality of kindergarten through high school education in the country, the highest Gallup has measured since 2004.... Americans who have children in grades K-12 are generally more satisfied than U.S. adults as a whole. A majority of these parents (57%) are satisfied with education in the country. Parents may be basing their evaluations at least partly on their own child's education, not just on what they hear in the news. Parents' tendency to be more positive than the general public about education is vividly evident when Gallup asks parents with a child in grades K-12 about their satisfaction with their own child's education. Three in four parents say they are satisfied with the quality of education their oldest child is receiving in 2014, significantly higher than the 48% of Americans who are satisfied with U.S. K-12 education in general. ... Most parents are satisfied with their child's education, while historically the majority of Americans have been dissatisfied with the quality of U.S. education."

The Challenge Ahead

These data pose a significant challenge for the well-being of public education. Schools need the support of a wide segment of the general public. No where is this clearer than when school bonds are on the ballot. Schools need the support of more than parents on voting day.

While schools devote some attention to the 43% of families who are not satisfied with the schools their children are currently attending, few have focused enough on winning over a wide segment of the general public. Schools need to play a greater role in social marketing public education.

Where to begin? Mobilize parent organizations and outreach to engage the community. Include a public relations campaign in the school's strategic plan and regularly share good news from the school and district. Plan and implement mutually beneficial ways for the community collaborate with the school. All schools need to find ways to again become the heart of a community, rather than a fenced off hunk of public real estate.

(Note that private and charter schools are continuously marketing themselves to the public.)

Places pursuing a unified and comprehensive learning supports system focus extensively on social marketing that informs the public about the many things the school and district are doing to enhance equity of opportunity for all student to succeed at school and beyond. They feature the work on websites, in newsletters and brochures, in brief videos, and more. See, for example:

- >a website prototype – <http://smhp.psych.ucla.edu/lswweb.htm>
- >a sample of brochures – <http://smhp.psych.ucla.edu/toolkit1a.htm>
- >the youtube video from La Crosse, WI – http://youtu.be/-QmhekE7__k

Here are a few additional resources about social marketing and engaging the community:

>*Social Marketing as a Spiraling Facet of Program and Systemic Change* (Guidance Notes) – <http://smhp.psych.ucla.edu/pdfdocs/socmark.pdf>

>*Schools, Families, and Community Working Together: Building an Effective Collaborative* (Guidance Notes) – <http://smhp.psych.ucla.edu/pdfdocs/buildingeffectivcollab.pdf>

>*Volunteers as an Invaluable Resource* (Practice Notes) – <http://smhp.psych.ucla.edu/pdfdocs/practicenotes/voluntresource.pdf>

Listserv Participants

Let us know how schools in your locale are reaching out to the community and enlisting their involvement and support. ltaylor@ucla.edu

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Sharing From a Colleague

Franklin Schargel* wanted to share his e-interview with *EducationWorld*; it is an example of social marketing.

>*Preventing Youth Violence and Risk Behavior: Author Sounds Off*
http://www.educationworld.com/a_curr/school-violence-prevention-schargel.shtml

Question: Do risky and antisocial youth behaviors relate to each other, or share a common origin? (Behaviors include bullying, cyber-bullying, substance use, unsafe Internet activity, violent school incidents, risky sexual activity, suicide, truancy and youth gambling.)?"

Answer: Risky and antisocial behaviors are interrelated. When schools focus on a single behavior, let's say bullying, there is also a need to connect bullying to truancy and then to suspension and then to dropping out.

Question: What can schools do to address the root causes of these problem behaviors? (What can they do to address and diminish student safety problems?)

Answer: Schools are dealing with an increasing number of disaffected, disconnected young people. They are disconnected from their families, from society and school. They exist in all economic and social classes. An increasing number of students come from non-traditional families and learn in non-traditional ways. Traditional discipline techniques do not work with these non-traditional learners. Schools need to adjust the way they deal with disruptive students with problem behaviors. Suspending students who are habitual truants simply rewards students who wish to be out of school and results in placing these young people in unsupervised homes or in the street. Properly supervised in-school suspensions where students do assigned work is one answer to the problem. Many young people have emotional and psychological problems that families and society are not addressing. We need more mental health workers in school to address these young peoples' needs.

Question: Are most schools getting things right or wrong when it comes to preventing and responding to students' violent and risky behaviors? How can schools improve what they're doing?

Answer: Times have dramatically changed and many schools haven't adjusted to these changes. Traditional discipline based on 'do what I say or I will suspend you' doesn't work on children who have been abused, threatened, bullied or have seen loved ones killed. School violence is no longer taking place in the inner cities. It has occurred in rural and suburban areas. Few people heard of Sandy Hook, Columbine or West Paducah Kentucky before violence struck. People say, "I didn't think it could happen here." Schools and communities need to be prepared for preventing violence. (I am not only addressing issues like gun violence but suicide and bullying as well.) School safety plans need to be in place and reviewed regularly to ensure that the best current practices are in place. We live in an age of meanness – politicians are mean to each other. Football players are accused of being paid bonuses to injure and perhaps end the careers of their opponents. Some families experience violence as a daily occurrence. Schools reflect society. So is it unusual for students to be mean to each other? Our society has become more violent.

Question: Why did you feel the need to write *Creating Safe Schools: A Guide for School Leaders, Teachers, Counselors and Parents*? What help does the book offer schools?

Answer: I was a classroom teacher, school counselor and school administrator who worked all of my professional life in New York City high schools. In one school where I worked, 50 students were killed on their way to school or on the way home. A student was shot and paralyzed by an intruder. In another school, a student was killed as he fought to protect his jacket. Fortunately, most educators and most schools do not experience what I did. But our students are the most vulnerable innocents in any society. We need to protect them from any violence."

*Schargel is the author of *Creating Safe Schools: A Guide for School Leaders, Teachers, Counselors and Parents*

<http://www.amazon.com/Creating-Safe-Schools-Teachers-Counselors/dp/0415734797>

Listserv Participants

There are opportunities through local media and internet outlets (e.g., school and community newspapers, radio, television, websites, listservs, Facebook and other social networking, internet blogs, youtube, etc.) to do various forms of social marketing featuring what schools are doing related to student and learning supports. As you see examples, share them with us so we can share them with others. Send to ltaylor@ucla.edu

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Featured Center Resource

Guides for Developing Operational Infrastructure for a Learning Supports Component at All Levels

Section B of the Center's *Systems Change Toolkit* is devoted to *Designing and Planning a Unified and Comprehensive System of Learning Supports - Reworking Leadership Infrastructure*.

See <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm> .

Included there are links to resources that provide prototypes and tools for reworking operational infrastructure at all levels. See for example:

>*Leadership Infrastructure: Is What We Have What We Need?*

This tool outlines a four step process that can be used by planners and decision makers to map and analyze current infrastructure.

<http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf>

- > *Education Leaders' Guide to Transforming Student and Learning Supports*
<http://smhp.psych.ucla.edu/pdfdocs/transguide.pdf>
- > *Establishing a Comprehensive System of Learning Supports at a School:
Seven Steps for Principals and Their Staff*
<http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf>
- > *First Steps at State Ed Agencies and School Dists in Developing a
Comprehensive System of Learning Supports as an Essential Component for
School Improvement & Student Success*
<http://smhp.psych.ucla.edu/pdfdocs/firststeps.pdf>

In addition, we have many reports, analyses, etc. that have focused on this and interrelated topics. So let us know what you need, and we will respond quickly. Send to Ltaylor@ucla.edu.

*Please share relevant resources ideas, requests,
comments, and experiences!*

Send to ltaylor@ucla.edu

**Note: Responses come only to the
Center for Mental Health in Schools at UCLA for
possible inclusion in the next week's message.**

**We also post a broad range of issues and responses to the
Net Exchange on our website at**

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

and to Facebook (access from the Center's homepage <http://smhp.psych.ucla.edu/>)

For Recent Previous Postings, see <http://smhp.psych.ucla.edu/practitioner.htm>