

## **School Practitioner Community of Practice**

(A network for sharing & exchange)

*February 6, 2019*

### **Topic for discussion**

#### **>LAUSD Strike Highlights the Importance of Student/Learning Supports**

- About librarians and student/learning supports
- Nurses, counselors, social workers, and psychologists in leadership roles for developing a unified, comprehensive, and equitable system of student/learning supports

### **Links to a few other relevant resources & other topics of concern**

**Note:** Go to <http://smhp.psych.ucla> for links to other Center resources including

- >Upcoming initiatives, conferences & workshops
- >Calls for grant proposals, presentations, and papers
- >Training and job opportunities
- >Upcoming webcasts & other professional development opportunities

This resource is from the  
Center for MH in Schools & Student/Learning Supports, UCLA

**Given shrinking education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).**

***So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).***

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**For those who have been forwarded this and want to receive resources directly, send an email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

**For previous postings of community of practice discussions, see <http://smhp.psych.ucla.edu/practitioner.htm>**

## Topic for Discussion –

### >Strike Highlights the Importance of Student/Learning Supports

In their strike demands, the Los Angeles teachers asked for more nurses, counselors, and librarians. We stress that all these are key partners in unifying and developing a comprehensive system of learning supports at a school.

***About librarians and student/learning supports:*** Too often, the role of libraries is not discussed in student/learning supports terms. This is a serious error at a time when major changes in thinking about community and school libraries is happening everywhere. Here are a few examples to think about:

- (1) From: *The Library ... and student support services structure: Challenges and opportunities*  
<https://www.newlibs.org/article/3242-the-library-and-the-university-college-student-support-services-structure-challenges-and-opportunities>

...Before the proliferation of electronic content, many libraries struggled to find new space to house a growing print collection. Libraries are now trying to find creative ways to repurpose newly claimed square footage created primarily by weeding and deselection of print content. Enter the “one-stop shop” concept... The library currently shares space ... with Disability Services, Academic Advising, Career Services, the Tutoring and Learning Center, the Center for Inclusive Teaching and Learning, and the Technology Help Desk. ... Transitioning into this new model can cause identity anxiety, but it also has the potential to improve the ways in which student service entities collaborate with other campus entities to meet student needs....

- (2) From: *It's no secret that social services have lagged in some parts of the country. Here's how public libraries have stepped in to bridge the gap.* <http://nationswell.com/library-social-services/>

...the community resources coordinator at the public library in Georgetown, Texas, a small city about 30 miles north of Austin was hired in 2015 when his boss noticed an increase in homeless patrons and people coming in “seeking answers to questions about things that lie outside the library.” In the case of Georgetown, its population essentially doubled over the past decade, Lloyd says, pushing it from “rural” to “urban” on the 2010 census, and so with that came “big city issues” for a place that doesn't have its own shelter system or reliable public transportation. So the library stepped into the gap, providing patrons with information on everything from hiring a lawyer to earning a GED. The library also loans out bicycles, hosts live music events and has a “mobile library” for patrons who have mobility issues....

- (3) From: *Public Library & School & Library Collaboration Toolkit*  
<http://www.ala.org/alsc/sites/ala.org.alsc/files/content/professional-tools/plslc-toolkit-p.PDF>

Both public and school libraries are community centers at heart, with the same goal: to provide a safe, welcoming environment for all patrons and access to information in a variety of formats. When public and school librarians and library workers engage in collaboration, community members reap the benefits. ...

- (4) From the *Los Angeles Public Library website* <https://www.lapl.org/>

The Los Angeles Public Library website is proud to host over 2,600 teens as volunteers every year at our 73 locations. ... The Los Angeles Public Library helps connect residents who are experiencing homelessness with resources to help them transition to stable, independent or supported living. This site will help you find work, food, housing and many other helpful services near our library branches in the City of Los Angeles.... It's never been easier for adults to earn their high school diploma, in as few as five months. It's online, flexible, free and provides:

- >A personal academic coach to help you succeed
- >Convenient 24/7 online classroom access
- >Special training focused on ten in-demand industries
- >Tools that you need to start or advance your career, including a resume and cover letter...

(5) From the *Public Library Association website* <http://www.ala.org/pla/initiatives/familyengagement>

...Libraries are no longer just about books—they are increasingly becoming the educational, technological, and social hub of communities across the nation. Family engagement is a critical component of this evolution. Libraries are spaces where families can:

- Find training, resources, and support to meet their interests and needs.
- Acquire knowledge, mindsets, and confidence to support their children’s learning from early childhood through adolescence.
- Connect with other families to build social networks....

Family engagement is not a collection of separate, siloed activities, but rather it is a wellworking system with library leadership, activities, and resources that are linked to goals. In addition, libraries are linked to other systems that reach children and families, such as early childhood programs, schools, health centers, and afterschool and youth-serving agencies... Families have important feedback and input for libraries. By asking for, listening to, and responding to family members’ views, libraries empower families and improve library services.

Two promising approaches to raising family voices have emerged. With the “funds of knowledge” approach, libraries actively seek to uncover and lift up the strengths of families in the community and integrate those strengths into library services and programs. With the human-centered design thinking approach, libraries seek out the perspective of families in the community in order to better understand families’ experiences, hopes, desires, and frustrations. This understanding leads to services that better fit what parents want. ...

Libraries have always had the mission to inspire lifelong learning. When families are continually learning—whether it’s to further their own education, improve their job skills, or learn how to care for children—they reap benefits beyond just the content being studied. For example, families become role models for their children, who see their family members fulfilling their goals. Lifelong learners also gain self-confidence and pride, which in turn can influence families’ feelings, routines, and future actions.

Even more, higher levels of parent educational attainment are strongly associated with many positive outcomes for children, including school readiness, educational achievement, and positive social behaviors. By supporting families as lifelong learners, libraries are playing a powerful role in promoting healthy and strong families. ...

Librarians are community leaders. They are committed to making their communities a better place for everyone. As libraries seek to guide and facilitate family engagement in children’s learning and development, it is clear that what lies ahead involves community partnerships; partnerships to reach underserved families, to complement formal education, to learn from the experiences of other institutions, to provide afterschool enrichment, and to connect families with resources beyond the library. In this way libraries are crossing boundaries and shaping a system of family engagement that extends throughout a child’s formative years, supports children and families, and optimally prepares children for success in school and in life....

NOTE: The strike agreement for LAUSD calls for hiring 41 full-time Teacher Librarian positions for the 2019-2020 school year. For 2020-2021, the district is to hire at least 41 Teacher Librarian positions, which then will provide a full-time Teacher Librarian at every secondary school campus five days a week. [https://www.utla.net/sites/default/files/Summary%20of%20Tentative%20Agreement%20FINAL3%20012219\\_0.pdf](https://www.utla.net/sites/default/files/Summary%20of%20Tentative%20Agreement%20FINAL3%20012219_0.pdf)

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**How are local schools transforming the way school libraries participate in providing student/learning supports?**

**How are local schools working with community libraries?**

***Share with us whatever you want about this or other related matters!!***

**Send your responses to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

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***About nurses, counselors, social workers, and psychologists in leadership roles for developing a unified, comprehensive, and equitable system of student/learning supports:***

NOTE: The strike agreement for LAUSD calls for hiring

- 150 full-time nurse positions for the 2019-2020 school year and at least 150 full-time nurse positions for 2020-2021, which then will provide a fulltime Nurse at every school five days a week
- at least 17 additional full-time Counselors by October 1, 2019, allowing the district to maintain a counseling service ratio of 500-1 per secondary school

It also calls for special education teachers to have 2 release days for testing, access to regular caseload reports, improved language on caseload caps, and improved rights.

[https://www.utla.net/sites/default/files/Summary%20of%20Tentative%20Agreement%20FINAL3%20012219\\_0.pdf](https://www.utla.net/sites/default/files/Summary%20of%20Tentative%20Agreement%20FINAL3%20012219_0.pdf)

*We know that every school deserves a school nurse and every district can use more student/learning support professionals. At the same time, we doubt that anyone concerned with transforming student/learning supports will see these added personnel as sufficient to addressing the many barriers to learning and teaching experienced by the majority of students in a large urban school district.*

We continue to stress that the direct service (e.g., one-to-one) model for student/learning supports needs to be embedded into a unified, comprehensive, and equitable system of learning supports. This requires expanding the role of all student/learning support staff to include leadership functions in creating such an in-classroom and school wide system. See, for example:

>*Framing New Directions for School Counselors, Psychologists, & Social Workers*

<http://smhp.psych.ucla.edu/pdfdocs/report/framingnewdir.pdf>

Highlights the current state of affairs and emerging trends with respect to addressing barriers to student learning and implications for reframing roles and functions; with these changes comes the need for revamping preservice preparation, certification, and continuing professional development; includes frameworks to rethink these matters.

>*School Counselors and School Reform: New Directions* <http://smhp.psych.ucla.edu/publications/37schoolcounselorsandschoolreform.pdf>

As with other pupil service professions, school counseling is going through a period of extensive reform and restructuring. What the end product will be depends on whether they join in taking the lead in transforming student/learning supports. School counselors are especially well-situated to play proactive, catalytic roles in defining the future for programs that support the education of all students.

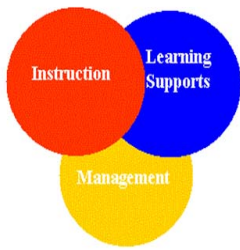
>*Mental Health in Schools: New Roles for School Nurses*

<http://smhp.psych.ucla.edu/pdfdocs/nurses/unit1.pdf>

Support for all students calls upon us all to play new and expanding roles. Today's school nurses have both the opportunity and the responsibility to help lead the way. To do so, they must become major participants in movements to improve schools. Working closely with others who are concerned with psychosocial problems and healthy development, school nurses can broaden student/learning supports in ways that truly address the barriers to learning and teaching and enhance healthy development. In the process, they will continue to redefine their roles and functions and expand the ways in which nurses contribute to the well-being of young people and the society.

>*Call to Action: Student Support Staff: Moving in New Directions through School Improvement* <http://smhp.psych.ucla.edu/summit2002/calltoactionreport.pdf>

Our Center's policy and program analyses make it clear that student/learning support staff are not appropriately accounted for in school improvement planning and implementation. For the most part, they are absent from the school tables where school improvement plans and decisions are made. In addition, discussion of the roles and functions of such personnel and how they should work together tend not to reflect the type of system building required for comprehensive school improvement.



For more on a unified, comprehensive, and equitable system of learning supports, see:

***Addressing Barriers to Learning: In the Classroom and Schoolwide*** —  
[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

For more on embedding student/learning supports into school improvement, see  
***Improving School Improvement***

[http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

Both are available at this time as free resources.

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**How are local schools transforming the way counselors, psychologists, social workers, and other student/learning supports staff participate in providing student/learning supports?**

***Share with us whatever you want about this or other related matters!!***

**Send your responses to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

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**Links to a few other relevant resources & other topics of concern**

*Barriers to Parent-School Involvement for Early Elementary Students*  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017165>

*Early Education Essentials: Illustrations of Strong Organizational Practices in Programs Poised for Improvement.*  
[https://www.theounce.org/wp-content/uploads/2018/12/18-1-Ounce-Early-Ed-Report-Final-web-Single-Pgs.pdf?utm\\_content=&utm\\_medium=email&utm\\_name=&utm\\_source=govdelivery&utm\\_term=](https://www.theounce.org/wp-content/uploads/2018/12/18-1-Ounce-Early-Ed-Report-Final-web-Single-Pgs.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)

*UCLA Pritzker Center for Strengthening Children and Families* <https://pritzkercenter.ucla.edu/>

*Mental Health Staff in Public Schools by student body racial and ethnic composition*  
<https://nces.ed.gov/pubs2019/2019020.pdf>

*Characteristics of School-Associated Youth Homicides: United States, 1994—2018*  
[https://www.cdc.gov/mmwr/volumes/68/wr/mm6803a1.htm?s\\_cid=mm6803a1\\_w](https://www.cdc.gov/mmwr/volumes/68/wr/mm6803a1.htm?s_cid=mm6803a1_w)

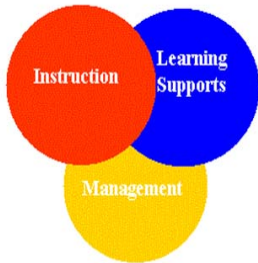
*Digest of Education Statistics 2017 provides new and historical data on all aspects of education*  
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018070>

*Thinking Outside the Box with ESSA Funding*  
<https://healthyschoolscampaign.org/education/thinking-outside-the-box-with-essa-funding/>

*About ESSA Funding and Funding Integration* <http://smhp.psych.ucla.edu/pdfdocs/fundinginteg.pdf>

**With respect to the increasing interest in community schools:**

- > *Understanding Community Schools as Collaboratives for System Building to Address Barriers and Promote Well Being* <http://smhp.psych.ucla.edu/pdfdocs/communitycollab.pdf>
- > *Community Outreach and Collaborative Engagement* (Chapter from “Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System”) <http://smhp.psych.ucla.edu/pdfdocs/book/ch7comm.pdf>
- > *Integrated Student Supports and Equity: What's Not Being Discussed?*  
<http://smhp.psych.ucla.edu/pdfdocs/integpolicy.pdf>



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For information about the

**National Initiative for Transforming Student and Learning Supports**

go to <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, promoting whole child development, and enhancing school climate.**

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**THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!**  
**For new sign-ups – email [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**  
**Also send resources ideas, requests, comments, and experiences for sharing.**  
**We post a broad range of issues and responses to the *Net Exchange***  
**on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm>**  
**and on *Facebook* (access from the Center’s home page <http://smhp.psych.ucla.edu/> )**