



**(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](mailto:Ltaylor@ucla.edu) or [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu) ).

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