Featured

(1) *Adding "belonging" to summer learning*
Summer is often seen as a time for students to catch up on learning or in making up credits. It can also be a time to shift a student's sense of belonging at school which will produce benefits in the upcoming school year.

(2) *End of the school year is a time for expressing appreciations*
Take some ideas from Superintendents' letters of appreciation

(3) *Links to other relevant shared resources*
Here are a few items we hope will be of interest.

For discussion and interchange:

(1) *Adding belonging to summer learning*

"... belonging is a fundamental human motive, which manifests in "a pervasive drive to form and maintain at least a minimum quantity of lasting, positive, and significant interpersonal relationships" ...

Differences in social identity lead to unique problems and outcomes related to belonging, and, as such, a supportive school environment for all students must be constructed. When thinking about belonging, we must also take into account individual differences based on social identity in order to be able to create more supportive school structures...

Peers have a significant impact on students' sense of self and future interactions within the educational context. Having positive interactions with peers is linked with a multitude of positive outcomes, such as intrinsic motivation, accepting authority, a strong sense of autonomy, and better regulation of behavior in school...

The type of instruction in the classroom is an important element of a student's sense of belonging... The relationship between a teacher's encouragement of cooperation in the classroom and a student's positive behavior and interpersonal influence was significantly related. In comparison to individualistic or competitive learning environments, a cooperative learning environment produces more beneficial effects on the quality of peer interactions due to the positive interdependence that is fostered for task completion...

Educational institutions can influence how a sense of community develops through the processes they adopt and the values they convey. A strong sense of community among teachers leads to positive impacts on behavior and performance, such as personal engagement and support for students, as well as downstream belonging among students ...

Research has found that feelings of belonging in school and the quality of peer and teacher relationships are significant predictors of academic outcomes. When students have high-quality peer and teacher relationships, they have a higher sense of belonging, and are in turn more motivated in the academic context. Having a strong sense of belonging at school is significantly related to higher liking for the school, achievement motivation, intrinsic academic motivation, and prosocial behaviors..."

From: ***Belonging in Schools: A Social Psychological Perspective***

For more on building engagement into a learning environment, see

>*About School Engagement and Re-Engagement*

>*Making Collaborative/Cooperative Learning Effective in Classrooms*

>*Enhancing Classroom Climate for All Students*

>*Improving Working Relationships Inside the Classroom*

>*School Engagement, Disengagement, Learning Supports, & School Climate*

>*Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning: A Self-Study Survey*

(2) End of the school year is a time for expressing appreciations

Often the school year ends with a sigh and exhaustion. Too often, appreciation for all the hard work done during the school year is not conveyed. The following excerpts from Superintendents' letters of appreciation illustrate what many of us might still emulate.

From the Superintendent of the Roseville City School District

"As the school year nears its end, it's important to pause and reflect on where we are, where we've been, and where we're headed. We often talk about the beginning of the school year as the starting line and that's certainly true. It's when we implement our plans, strive to reach our goals, and put our best foot forward. But just as important is the halfway point, also known as winter break. This is when we take stock of our progress, adjust our plans if necessary, and recharge our batteries for the final stretch.

   And then there's the sprint to the finish line.... So, as we approach the end of the school year, let's... support one another and celebrate each other's accomplishments, whether big, small, or tiny – they all matter. Let's remember that every day is an opportunity to grow, to learn, and to make a difference.

   As we look back on the 2022-2023 school year, let's celebrate the learning that took place, the friendships that were formed, and the struggles that were overcome. Together, we take the lessons we've learned and carry them forward, knowing that we're better equipped to face whatever comes next.

   And finally, let's finish strong together..... As we look forward to a summer of rest, rejuvenation, and reflection, I know we spent this school year accomplishing something great...."

From the Superintendent of the City School District of Albany

"To all members of the City School District...
As we come to the end of this challenging school year, I would like to take a few moments to say thank you.
Thank you to the Board of Education for all of the leadership and support it has provided...
Thank you to our teachers, support staff and administrators for your commitment to our students and delivery of quality instruction. This work could not have been done without you....
Nothing will ever take away the need for, and the value of, the personal connections that are so vital to the work we do....
I also would like to thank our students and families. ...
I would like to express my thanks to our community partners as well..... We are so very appreciative of the tremendous support of our community. We do not take that support lightly as it is a direct indication of the confidence placed in our school district ...
Finally, I would be remiss if I did not acknowledge the collective efforts of our district leadership team. ... They have been diligent in mentoring and working alongside our building leaders to coach them through the challenges of meeting the needs of faculty, staff, students and families. They have been instrumental beyond the walls of the school building in connecting

with various families who may need additional wraparound support and connections to community services....

These last few years have not been what any of us planned for. They have challenged us and offered us new opportunities every single day. Together, we have responded to the best of our ability and in the best interest of our students."

For more about appreciating school personnel, see

>*Teacher & School Staff Appreciation Ideas*
"... Show gratitude – These thanks are the key to all of the suggestions we're about to make. Your appreciation should be a genuine display of gratitude, so it can be worth thinking about why exactly you are grateful before you choose the way you display it. Being genuine is important, and this is where many attempts fall flat. Gratitude reinforces people's sense of value in the role they're fulfilling. Working in a school can be particularly challenging and thankless, so the most important element of your appreciation should be in the honest and meaningful display of thanks...."

>*Appreciation and Recognition Policy*

>Links to a few other relevant shared resources

The Behavioral Health Workforce Shortage: Can We Make Better Use of the Providers We Have?

Perfect storms and double-edged swords: Recent advances in research on adolescent social media use and mental health

Striking the Balance: The Relative Benefits of Goal- and Youth-Focused Approaches to Youth Mentoring Relationships

Low-Income Adolescents' Future Goals and Current Achievement: Parents as Sources of Resilience During the Transition to Middle School

Fostering youth transitions

Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates

Creating and Sustaining Discipline Policies That Support Students' Social, Emotional, Behavioral, and Academic Well-Being and Success: Strategies for School & District Leaders
(Versión en Español)

A Few Upcoming Webinars

For links to the following and for more webinars, go to the Center's Links to Upcoming/Archived Webcasts/Podcasts – **https://smhp.psych.ucla.edu/webcast.htm**

6/14 Transforming kindergarten
6/14 McKinney-Vento School Selection Rights
6/20 De-escalation of volatile behavior
6/20 Supporting the Education of Unaccompanied Students Experiencing Homelessness
6/22 Students with anxiety
6/22 Tech is everywhere but is it making schools better
6/23 Youth mental health
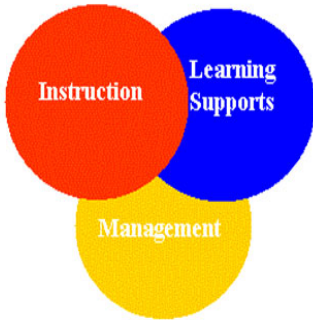6/26 Stages of change
6/26 Peer support
6/28 Peer support

Why do I have to go to summer school?   **So that I can survive!**

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
promoting whole child development, advancing social justice,
and enhancing learning and a positive school climate.

To Listserv Participants

- **Please share this resource with others.** (Everyone has a stake in the future of public education and this is a critical time for action.)
- **Let us know what's going on** to improve how schools address barriers to learning & teaching and reengage disconnected students and families. (We can share the info with the over 130,000 on our listserv.)
- **For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu**
- **Looking for information?** (We usually can help.)
- **Have a suggestion for improving our efforts?** (We welcome your feedback.)
    We look forward to hearing from you!
    Send to **ltaylor@ucla.edu**

**THE MORE FOLKS SHARE, THE MORE USEFUL AND
INTERESTING THIS RESOURCE BECOMES!**

For new sign-ups – email 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 a**t http://smhp.psych.ucla.edu/newnetexchange.htm
and on Facebook (access from the Center's home page http://smhp.psych.ucla.edu/)