This resource is from the national

Center for MH in Schools & Student/Learning Supports at UCLA
(7/20/22)

Featured:

Restoring teacher and principal well-being

Special education students and nonpublic schools

Comments on Center cautions about universal suicide screening

Plus:

Links to other resources

Restoring teacher and principal well-being
from https://www.rand.org/pubs/research_reports/RRA1108-4.html

Understanding the relationships among teacher and principal well-being, perceived working conditions, and teachers' and principals' intentions to leave their current position is critical for pandemic recovery and for the long-term health of the principal and teacher workforce....

Majorities of teachers and principals reported coping well with their job-related stress and intended to stay in their current jobs.

To reduce the stress of pandemic-era teaching, teachers and principals reported wanting to focus on core job responsibilities and build positive adult relationships....

Many district and school leaders already work hard to build supportive environments and should build on their success. Leaders who have not made adult relationships a priority could consider transferring the strategies they use to build positive student-staff relationships to focus on adults. Leaders might also consider actions that could foster camaraderie among staff—such as intentional opportunities for social interactions—to build positive relationships among different groups of staff. They could also consider actions to support positive relationships among staff and family members of students—such as parent volunteering—that might have been suspended during the pandemic....

For discussion and interchange:

>Special education students and nonpublic schools

Request:

We recently received a request from a practitioner who had been enrolled in a nonpublic school when it was determined that the public sector was unable to provide what was needed. He indicated that he had "mixed feelings about how well it met my educational needs." He wondered how nonpublic schools serving special education students were evaluated. We thought it might be a good time to review the special education and nonpublic school connection.

Comments from Colleagues in the Field:

(1) "Here's a reference that summarizes how public schools and non-public schools are supposed to cooperate...:

https://www.understood.org/en/articles/6-things-to-know-about-private-schools-and-special-education

... In my own experience, I have seen:

> States that have standards for nonpublic schools, but extremely limited funds for finding out if the nonpublic schools are really following the regs

> Church-based schools that just flat-out say the local school and the state have no say in what they do
> Completely private schools that have their own curriculum and internal evaluation system. Although they may serve students who would be labeled as disabled in the public school, at the private school they just have "students." Adjustments are made based on needs, but not referred to as "regular" or "special" education.
> Nonpublic schools that don't require state licensed educators—just people whose work they like
> State licensed educators (with lots of experience) who prefer to work in nonpublic schools for a variety of reasons
> Groups of parents of students with severe & multiple disabilities who got together to work with their own children in the basement of a church and figured out "school" pretty much completely on their own. This was before universal special education was required.
> Alternative education schools produced by a public school with mostly licensed staff, but pretty much left to do whatever they want
> Parents who home school

Here's a 2009 compilation of state regs, according to the Federal Department of Education:
https://www2.ed.gov/admins/comm/choice/regprivschl/regprivschl.pdf
If I have been near a great nonpublic school that was regularly and thoroughly evaluated according to state standards, it was never pointed out to me. Mostly I've seen good-hearted educators trying to follow the standards, plus what the school district directs them to do, plus what they know in their hearts to be right, and state evaluators doing as much as they can with the little bit of funding they get.
I was particularly impressed with a school that just took in and taught students according to their own methods. I saw students with a wide variety of mental and physical challenges functioning in school groups (small classroom sizes). Some of these were students deemed to be unacceptable to public school instruction-even if they had IEPs and 504 plans.
It make me wonder whether we spend way too much time on Child Find, Eligibility, IEP writing, and special placements. It's basically a medical model in which once you have the diagnosis, then you know the treatment options. But the educational eligibility categories are too broad to specify treatment, and schools don't have that many treatment options that they can implement with fidelity for a sufficient length of time. Even un-trained eyes can scan a classroom and spot the students who are struggling, and actually working with a student will pinpoint what adjustments need to be made more quickly. We all have individual differences. Why not work with those?"

(2) "The question of how special education is regulated in these schools is a fair question. Since nonpublic/private schools do not typically receive IDEA grant funding, they are not regulated for compliance. However, if an LEA or charter school places a special education student in a nonpublic/private school, then IDEA requirements must be met. A nonpublic school placement of a student with a disability is the placement of that student by an LEA or charter school into a private setting to receive special education and related services that the LEA or charter school is unable to provide for the student while still providing a free appropriate public education.
While each state is different, I would imagine they all are compliant with the requirements of IDEA. In Texas, for example, the Texas Education Agency must approve the educational program of all sites that LEAs or charter schools choose to place students. This ensures that they meet both federal and state special education program requirements. The legal responsibility for providing appropriate education services to the student remains with the LEA or charter school that sends the student to the nonpublic/private school. All service providers at the nonpublic/private school must be appropriately certified and/or licensed. Before entering into a contract with a facility, an IEP committee must be convened to develop an IEP for the student. A representative of the nonpublic/private school must participate in the meeting. I hope this has been somewhat helpful."

Also see:
>*Nonpublic School Placements: What School Psychologists Need to Know*
https://eric.ed.gov/?id=EJ1266021

California Department of Education Program Review Process

(a) The Superintendent shall conduct a validation review of the nonpublic school prior to an initial conditional certification. An on-site review shall be conducted within 90 days of the initial conditional certification and student enrollment. On-site reviews shall be scheduled at least once every four three years thereafter.

(b) The nonpublic school, the contracting education agency LEA, and the special education local plan area shall be given a minimum of thirty (30) days prior notice before an on-site review.

(c) The person serving as the lead of the review team shall confer with the school administrator at least 48 hours prior to the on-site review to discuss the procedures and the number of days required for the review. The lead of the review team shall identify those persons who are to participate in the on-site review.

(d) Nonpublic schools and nonpublic agencies may be visited at any time without prior notice when there is substantial reason to believe that there is an immediate danger to the health, safety, or welfare of a child or group of children. The Superintendent shall document the concern and submit it to the nonpublic school or nonpublic agency at the time of the on-site monitoring.

(e) On-site reviews shall include the following procedures:

(1) an entrance meeting to acquaint the on-site review team with the nonpublic school or nonpublic agency staff and site to discuss the purpose and objectives of the review;

(2) a review and examination of files and documents, classroom observations, and interviews with the site administrator, teachers, students, volunteers, and parents to determine compliance with all applicable state and federal laws and regulations; and

(3) an exit meeting to provide the nonpublic school or nonpublic agency with a preliminary preview of the on-site review findings, verify compliance, and offer technical assistance including how to resolve issues of noncompliance.

(f) The Superintendent shall provide the nonpublic school or nonpublic agency, the contracting educational agency, and the special education local plan area with a written report within 60 days of the on-site review.

(g) The Superintendent shall request a written response, within a time frame to be determined by the Superintendent, but in no case to exceed 180 days, to any noncompliance finding that resulted from the on-site review.

(h) The Superintendent shall provide a written notification, within 30 days of receipt, to the nonpublic school or nonpublic agency regarding their response to each noncompliance finding.

(i) On-site reviews shall be conducted only by personnel who have been trained by Department staff to perform such administrative and program examinations.

NOTE: Authority cited: Sections 33031, 56100, 56366.9, 56366.10 and 56366(e), Education Code. Reference: Sections 56366.1(i) and (n) and 56366.8, Education Code.
From the June 2006 Special Education Item 01 - Information Memorandum ...
www.cde.ca.gov/documents

Also from the California Department of Education:
>*Criteria for reporting onsite visit findings resulting from monitoring visits to nonpublic, nonsectarian schools*
https://www.cde.ca.gov/sp/se/ds/npsleaonsitevisit.asp
>*A nonpublic nonsectarian school guide for publishing a School Accountability Report Card* https://www.cde.ca.gov/ta/ac/sa/nonpublicguide.asp

Here's an example from a county education office
Nonpublic Nonsectarian School (Nps) Monitoring
https://www.mcoe.org/deptprog/SELPAMercedCounty/SELPA%20Resources/Policy%202.4%20NPS%20Monitoring.pdf
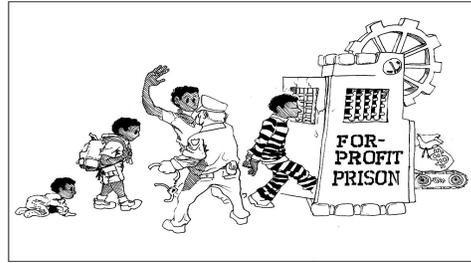
>Comments from a Colleague on the Center's cautions about universal suicide screening in schools (e.g., see

http://smhp.psych.ucla.edu/pdfdocs/practitioner(4-20-2022).pdf)

"Thanks for sharing the alert about the universal screenings for suicide. I'm seeing similar trends pushing "screenings" into other aspects of education legislation and believe it's all a back door way for many of the edtech companies to pull sensitive emotional/behavioral data from students.

   Last year, a colleague and I did a deep dive into ... legislation for dyslexia "risk" screenings. These were not proposed to be actual screening for students who struggle with reading to be evaluated and to get services if they actually had dyslexia, rather, it was designed to be a tech-mediated short 10-15 minute online test (of questionable validity/reliability/ developmental appropriateness) to determine if students (in Kindergarten, who can't yet read!) would be at "risk" of dyslexia. There were serious problems with the proposed legislation... it looked in effect to be a push toward a re-branded version of phonics into literacy instruction along with a boost in the constant testing and screening of students for "risk". There were zero guardrails to protect against predatory emerging technologies that were circling around to serve as 'solutions'. Not surprisingly, some of the companies that provided the screeners also had curricula/solutions ready to be sold as remedies. One of the screeners I reviewed also used norm-based rather than criterion based methods, which meant that there would always be a low-end group that would be deemed "at risk" even if a group of students were actually all reading quite well. I can't help but to wonder if the same would be the case for how students would be 'screened' for being at 'risk' of suicide.... giving rise to a cottage industry of online "risk" screening surveys.

    My research used to focus on evaluations of violence prevention programs and on federal and state level bullying and suicide prevention efforts. In the more recent past, however, I've grown very concerned about the vast amounts of data being gathered in schools on youth and have since turned my attention to the prevention of data harms and data exploitation. The long term impacts will be most devastating for youth of color... this is a collection I've gathered to raise awareness about data harms and data exploitation (http://bit.ly/DataJusticeLinks)

   Most folks think about "big data" concerns relating to youth as tethered primarily to social media, Facebook or Instagram.. but the edtech programs upon which our education system is built are just as problematic, if not more so for the extent to which they harvest, share, combine, and sell student data and 'predictions' about students. The SEL and any and all social-emotional and behavioral data are gold to the folks in industry trying to 'predict' student outcomes.

   Williamson has written about this but not many folks in education are aware that this is what's behind the push for SEL.... This is one of the early pieces warning about the trends...
https://www.tandfonline.com/doi/abs/10.1080/02680939.2019.1672895?journalCode=tedp20
Williamson's book *Big Data in Education* is also an excellent, important and timely read.

   Last week, I was a panelist for a Town Hall ... on Artificial Intelligence and Algorithmic Injustice where I presented a bit on these same trends ... next week at University of Pittsburgh for their Year of Data and Society "How Surveillance Capitalism Ate Education for Lunch".
Thanks again for your great work."

For more on this, see:

Screening for Depression, Anxiety, and Suicide Risk in Children and Adolescents

" The evidence suggests that some screening instruments are reasonably accurate for anxiety and depression, but the evidence is limited for suicide risk screening instruments. ... Evidence gaps persist in children younger than age 11 years for test accuracy, depression and suicide risk interventions, and for screening and treatment differences by sex, race/ethnicity, sexual orientation, and gender identity."

https://www.uspreventiveservicestaskforce.org/home/getfilebytoken/uCQEfBXc8xrZKcGmNMEwRo

Emotional Competence During Childhood and Adolescence
https://link.springer.com/chapter/10.1007/978-3-030-17332-6_20

Work and School Pathways Into the Transition to Adulthood: Adolescent Family, Individual, and Industry Precursors https://onlinelibrary.wiley.com/doi/10.1111/jora.12674

School-Based Relationship-Mapping Program to Promote Social–Emotional Learning among Children https://academic.oup.com/cs/article/44/3/183/6589368

Report on Indicators of School Crime and Safety: 2021
https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2022092

Disability advocates seek stronger Section 504 regulations
https://www.k12dive.com/news/disability-advocates-call-for-strengthening-section-504-regulations/626656/

Highlights from the 2021 NAEP Monthly School Survey
https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2022052

What is a Whole Child Approach for Special Student Populations?
https://www.frontlineeducation.com/solutions/special-ed-interventions/insights/whole-child-approach/

Common Causes of Behavior Problems in Kids
https://childmind.org/article/common-causes-of-behavior-problems-in-kids/?utm_medium=email&utm_source=newsletter&utm_campaign=pub_ed_nl_2022-07-12&utm_content=common-causes-of-behavior-problems-in-kids

Six Reasons to be Optimistic About Learning in 2022
https://michaelfullan.ca/wp-content/uploads/2022/02/Six-Reasons-to-be-Optimistic-About-Learning-in-2022-1.pdf

Advancing the Study of Resilience to Daily Stressors
https://psychologicalscience.us16.list-manage.com/track/click?u=9082cc31df19dd4e8c5bfb8e3&id=dd5ed77948&e=c210f8201a

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A Few Upcoming Webinars

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

7/21 The School Counselor?s Role in State Legislation
7/21 Mentoring Through the Ages: Youth Perspectives
7/21 The School Counselor's Role in State Legislation
7/26 College and Career Support for Students with Disabilities
7/27 School Preparedness, Community Resilience, and Recovery in the Face of Adversity
8/3   Ethical Standards for School Counselors
8/3 Ensuring a Healthy and Restorative Start to School
8/8 Student Mental Health Workforce
8/9 Nurture a Positive Relationship with Administration
8/18 Paving the Way to College for Students Experiencing Homelessness
8/30 Critical conversations: prepares students for heart-to-heart conversations with parents, peers
8/30 Understanding Doubled Up

*Please feel free to forward this resource with anyone you think might benefit
and share it on listservs and websites*

Note: Go to http://smhp.psych.ucla.edu/ for links to other Center resources.
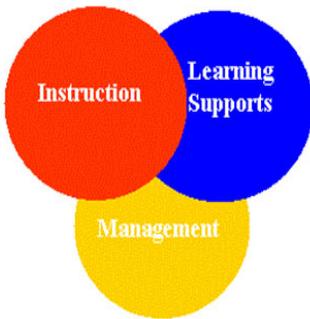
For information about the

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.

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Invitation to Listserv Participants:

**Everyone has a stake in the future of public education. This is a
critical time for sharing and action. Let us hear from you so we
can circulate the information.**
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/)