
Below is a *special pre-summit* edition* of the quarterly e-journal *Addressing Barriers to Learning*.

As with all our resources, this is sent to and is forwarded by over 114,000 schools and community stakeholders across the country who are concerned about (1) daily matters confronting schools, (2) promoting whole child development and positive school climate, and (3) the transformation of student and learning supports.

**If you think your staff or other colleagues might find it useful,
please feel free to share it.**

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Planning is an Immediate Task, But . . .
Addressing Barriers to Learning is the Pressing Imperative**
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Part I. Concerns about ESSA Planning Related to Addressing Barriers to Learning
Part II. The Need to *Transform* Student and Learning Supports
Part III. Delineating the Nature and Scope of a Unified, Comprehensive, and Equitable System of Learning Supports
Part IV. Personalization **and** Special Assistance: An Intervention Sequence and Hierarchy

Access to previous issues of this resource are online at
<http://smhp.psych.ucla.edu/news.htm>

The wide range of Center resources can be accessed at <http://smhp.psych.ucla.edu>

* ABOUT THE NATIONAL SUMMIT

***ESSA and Learning Supports:
Addressing Barriers to Learning and Teaching
to Enhance Equity of Opportunity***

ESSA planning provides a renewed opportunity for innovation in revisiting school improvement policy and practice. And from the communications we have received, there is considerable interest in using the opportunity to move forward with unifying and then developing a comprehensive and equitable system for addressing barriers to learning and teaching.

To build on this interest, we will host a summit at UCLA in January for a select group of about 75 state and district superintendents and other key leaders for school improvement. If you think this fits your state/district mission, let us know. Contact: Ltaylor@ucla.edu