*This set of resource aids was developed by the national Center for Mental Health in Schools as part of its work related to the National Initiative: New Directions for Student Support. The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA Contact: Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563 Phone: (310) 825-3634 | Fax: (310) 206-8716 | E-mail: smhp@ucla.edu | Website: http://smhp.psych.ucla.edu

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93 MC 00175) with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U.S. Department of Health and Human Services.
Assuring No Child is Left Behind:

*Strengthening the Approach of School and Community for Addressing Barriers to Student Learning*

School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.

Carnegie Council on Education Task Force

As schools pursue their mission to educate and as communities pursue the aim of improving the quality of life of their residents, major initiatives have been introduced and progress is being made. At the same time, it is evident that there remains considerable fragmentation and significant gaps in some of our efforts to assure no child is left behind. Fortunately, schools have the opportunity and are at a place where they can take the next steps in strengthening systems for addressing barriers to development and learning and promoting healthy development. Thus, the *National Initiative: New Directions for Student Support* highlights the type of comprehensive, multifaceted, and cohesive approach that needs to be developed and outlines how schools can get there from here.
About the National Initiative

On the following pages are three flyers that are used in outreach activity to introduce the *National Initiative: New Directions for Student Support*.

- One is designed to provide general information;
- the second is intended to convey that there is a role all stakeholders can play in moving the initiative forward;
- the third is an outreach tool to school board members.

Feel free to distribute any of these and adapt them for your uses.
As everyone who cares about leaving no child behind knows:

*School systems are not responsible for meeting every need of their students.*  
*But, when the need directly affects learning, the school must meet the challenge.*

Carnegie Task Force on Education

Despite decades of discussion about ensuring all students have an equal opportunity to succeed at school, too little attention has been paid to rethinking the way schools provide student supports.

It is time to bring student support into the 21st century by revolutionizing what schools do to address barriers to learning and teaching. New directions for student support is an imperative for

>>>any school designated as low performing  
>>>closing the achievement gap  
>>>making schools safe

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**Meeting the Challenges Requires Rethinking**  
**How Schools Can More Effectively Use**  
**ALL Support Programs, Resources, and Personnel**

Most people hear the term *student support* and think mainly about pupil service personnel (e.g., school psychologists, counselors, social workers, nurses) and the special services such staff provide. But, schools need and have many more resources they use to meet the challenge of ensuring all students have an equal opportunity to succeed at school.

Besides traditional support staff, learning supports are provided by compensatory and special education personnel (e.g., Title I staff, resource teachers who focus on prereferral interventions), and personnel who provide a variety of school-wide programs (e.g., after school, safe and drug free school programs). New directions stem from rethinking how all these resources are used.

To move in new directions, schools need to

C enhance their understanding of why programs and services designed to address barriers to learning and teaching are so fragmented, marginalized, and counterproductively competitive with each other

C rethink how to redeploy existing resources to move toward developing a comprehensive, multifaceted, and cohesive “enabling” or learning supports component at every school.

To accelerate systemic changes, a national initiative for *New Directions for Student Support* is underway. After a national and three regional summits, state initiatives have been organized. California, Connecticut, Iowa, Indiana, Minnesota, New York, Texas, and Wisconsin already have held statewide summits. Over 30 organizations already have signed on as co-sponsors.
The National Initiative: New Directions for Student Support is sponsored by the national Center for Mental Health in Schools at UCLA.*

So far, the growing number of co-sponsors includes:

- American School Counselors Association
- American School Health Association
- Association for Supervision and Curriculum Development
- California Association of School Psychologists
- California Center for Community School Partnerships
- California Department of Education
- Center for Cooperative Research and Extension Services for Schools
- Center for Prevention of Youth Violence, Johns Hopkins University
- Center for School Mental Health Assistance at the University of Maryland at Baltimore
- Center for Social and Emotional Education
- Coalition for Cohesive Policy in Addressing Barriers to Development and Learning
- Coalition for Community Schools
- Collaborative for Academic, Social, and Emotional Learning
- Education Development Center
- Indiana Department of Education
- Institute for the Study of Students at Risk, University of Maine
- Johns Hopkins University Graduate Division of Education
- Minnesota Department of Education
- National Alliance of Pupil Service Organizations
- National Association of Pupil Services Administrators
- National Association of School Nurses
- National Association of School Psychologists
- National Association of Secondary School Principals
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- National Association of State Boards of Education
- National Center for Community Education
- National Middle School Association
- Policy Leadership Coalition of Mental Health in Schools
- Region VII Comprehensive Center
- School Social Work Association of America
- Texas Association of Student Assistance Professionals
- Urban Special Education Leadership Collaborative
- Wisconsin Department of Public Instruction

Interested in learning more about the initiative?

Go to the homepage of the Center for Mental Health in Schools at UCLA (http://smhp.psych.ucla.edu) and click on the green button labeled “New Directions Student Support Initiative.”

Or contact:
Howard Adelman or Linda Taylor, Co-Directors, Center for Mental Health in Schools, Box 951563, UCLA, Los Angeles, CA 90095-1563
(866) 846-4843 – toll free; Fax: (310) 206-8716; email: smhp@ucla.edu

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Involving all interested parties
to assure no child is left behind

Everyday a wide range of learning, behavior, physical, and emotional problems interfere with the ability of students to participate effectively and fully benefit from the instruction teachers provide. Even the best schools find that too many students are growing up in situations where significant barriers interfere with youngsters reaching full potential.

Schools have a long history of addressing problems that interfere with learning, but efforts are often fragmented and on the margins. As a result, they are less effective than they can be. It is time to establish as a priority the development of a comprehensive, multifaceted, and cohesive approach for addressing barriers to student learning and promoting healthy development. To this end, all stakeholders must play a role by supporting creation of a comprehensive

**Enabling or Learning Supports Component.**

*New Directions for Student Support* is a national movement designed to facilitate organization of statewide initiatives. It encourages advocacy for and establishment of comprehensive, integrated systems of supports that enable schools to accomplish their instructional mission. Information and resources are online at [http://smhp.psych.ucla.edu/summit2002/currentstatus.htm](http://smhp.psych.ucla.edu/summit2002/currentstatus.htm).

In developing an *Enabling or Learning Supports Component*, the emphasis is on classroom, school, home, and neighborhood improvements to prevent problems and enhance youngsters’ strengths. The goal is to provide students with comprehensive, multifaceted, and integrated learning supports that are accessible, timely, and strength-based so students can achieve in school, be confident and caring, and become contributing citizens in their communities.

**What role can you play?**

It will take all of us to make this happen – families, students, teachers, administrators, boards of education, support staff, community stakeholders.

**Family members:**

Use your role as an advocate for a student, as a member of the parent association, as a representative on a advisory, leadership, or school improvement team to enhance the focus on ways resources can be used more effectively to address barriers to student learning and promote healthy development. (See *Parent and Home Involvement in Schools* online at [http://smhp.psych.ucla.edu/pdfdocs/parenthome/parent1.pdf](http://smhp.psych.ucla.edu/pdfdocs/parenthome/parent1.pdf))

**Teachers:**

You want support resources and programs to be more effective in enabling students to perform and learn in your classroom. So, it is in your interest to advocate for new directions for student support. The process requires working with support staff colleagues in advocating at the school, at the district level, and through your various organizations, including unions. (See *Rethinking Student Support to Enable Students to Learning and Schools to Teach* at [http://smhp.psych.ucla.edu/pdfdocs/studentsupport/studentsupport.pdf](http://smhp.psych.ucla.edu/pdfdocs/studentsupport/studentsupport.pdf))
School administrators:
Meaningful change at schools requires administrative leadership. Creation and long term
development of a comprehensive Enabling or Learning Supports Component requires an
administrative leader who is accountable for making it work. (See Developing Resource-oriented
Mechanisms to Enhance Learning Supports at
http://smhp.psych.ucla.edu/pdffdocs/contedu/developing_resource-Oriented-mechanisms.pdf.)

District administrators:
New directions for student support require rethinking organizational and operational structures to
enhance effectiveness and cost efficiency. This includes reducing fragmentation, marginalization,
counterproductive competition, and over-specialization of learning support resources. (See New
Directions for School and Community Initiatives to Address Barriers to Learning: Two Examples
of White Papers to Inform and Guide Policy Makers at

Staff for support services, special education, federal programs (e.g., Title I, IV):
Begin the process by forming a team of Learning Supports staff to ensure that all relevant
resources are woven together to install, maintain, and evolve a comprehensive, multifaceted, and
cohesive continuum of interventions over a period of years. (See What is a Learning Supports

School board members:
Create a board committee focused on Learning Supports resources. Hold administrators and staff
accountable for creating a comprehensive and cohesive range of programs to prevent and correct
problems. (See Restructuring Boards of Education to Enhance Schools Effectiveness in Addressing
Barriers to Student Learning See the Executive Summary online at
http://smhp.psych.ucla.edu/pdffdocs/boardexsumm.pdf and/or download the full report at no cost
online at: http://smhp.psych.ucla.edu/pdffdocs/boardrep.pdf

Students:
Advocate for the integration of all the separate programs and people at the school who help
students deal with problems. Use your experiences to push for programs that would prevent
problems and address them before they become serious. (See What Might a Fully Functioning
Enabling or Learning Supports Component Look Like at a School? at
http://smhp.psych.ucla.edu/summit2002/whatmightafully.pdf)

Community stakeholders:
Advocate for linking community resources to a district level Learning Supports Component and
for a Learning Supports Resource Team at each school. Guide stakeholders to information about
enhancing school-community connections. (See School-Community Partnerships: A Guide at
http://smhp.psych.ucla.edu/pdffdocs/guides/schoolcomm.pdf)

Interested in learning more about the initiative?
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and click on the green button labeled “New Directions Student Support Initiative.”

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New Directions for Student Support

As every school board member knows:

School systems are not responsible for meeting every need of their students.
But, when the need directly affects learning, the school must meet the challenge.

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>>>any school designated as low performing

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Meeting the Challenges Requires that School Boards Rethink Policy for How Schools Can More Effectively Use ALL Support Programs, Resources, and Personnel

Most people hear the term student support and think mainly about pupil service personnel (e.g., school psychologists, counselors, social workers, nurses) and the special services such staff provide. But, schools need and have many more resources they use to meet the challenge of ensuring all students have an equal opportunity to succeed at school.

Besides traditional support staff, learning support is provided by compensatory education personnel (e.g., Title I staff), resource teachers who focus on prereferral interventions, and personnel who provide a variety of school-wide programs (e.g., after school, safe and drug free school programs). New directions stem from rethinking how all these resources are used.

To move in new directions, school boards need to

C enhance their understanding of why programs and services designed to address barriers to learning and teaching are so fragmented, marginalized, and counterproductively competitive with each other

C rethink how to redeploy existing resources to move toward developing a comprehensive, multifaceted, and cohesive “enabling” or learning supports component at every school.

Meeting these needs is best accomplished through establishment of a standing board committee for enhancing the district’s learning supports system.

A special report on these matters has been developed for school board members and their constituencies. It is entitled: Restructuring Boards of Education to Enhance Schools Effectiveness in Addressing Barriers to Student Learning. See the Executive Summary online at http://smhp.psych.ucla.edu/pdfdocs/boardexsumm.pdf and/or download the full report at no cost online at: http://smhp.psych.ucla.edu/pdfdocs/boardrep.pdf
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- School Social Work Association of America
- Texas Association of Student Assistance Professionals
- Urban Special Education Leadership Collaborative
- Wisconsin Department of Public Instruction

After a national and three regional summits, state initiatives are now being organized. California, Indiana, Wisconsin, Texas, Connecticut, and Minnesota already have held statewide summits and are in the process of establishing state initiatives for New Directions for Student Support. New York and Iowa are scheduled for early 2005. And, as indicated above, over 30 organizations already have signed on as co-sponsors.

Interested in learning more about the initiative?

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Preface

This document includes an evolving set of resource aids packaged as a growing “tool kit” for the National Initiative: New Directions for Student Support. The resources are intended to support the work of all who are trying to move forward in new directions.

Part I emphasizes the importance of preparing a brief concept paper clarifying the necessity and nature of new directions. It provides links to several such papers that can be adapted readily.

Part II outlines answers for five frequently asked questions about proposals for moving in new directions for addressing barriers to learning and teaching.

Part III provides a brief paper outlining the science base for addressing barriers to student learning and promoting healthy development.

Part IV contains a list of resources for building capacity that can be accessed online at no cost from the Center.

Part V provides a sampling of some specific tools for meeting specific needs. The tools provided include examples of policy statements, steps in phasing-in the component, prototypes for expanding standards and accountability to encompass a component to address barriers and enable learning, job descriptions for leadership and key staff at a school site, framework for rethinking the roles and functions of student support staff, steps in establishing a Learning Supports Resource Team at a school site, steps in weaving school-community resources together, a guide to rethinking a school board’s committee structure, and an outline of levels of competence and professional development.

***All information about the National Initiative: New Directions for Student Support and many resources to advance the work are included on the Center’s website. To access all this at no cost, go to the homepage – http://smhp.psych.ucla.edu – and click on the green button labeled “New Directions Student Support Initiative.” That will take you the section that is reproduced on the next page, from which you can access the various facets of the work and link to specific resources.
CONTENTS

I. Why a Concept Paper?


III. The Science Base: *Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-base*

IV. Guide to Other Documents to Aid in Building Capacity

V. Some Tools for Specific Needs
   
   Tools included are:
   
   A. Examples of Policy Statements
   B. Phasing-in an Enabling or Learning Supports Component – throughout a District or in One School
   C. Expanding Standards and Accountability to Encompass a Student Support Component to Address Barriers and Enable Learning
   D. Job Descriptions for Learning Support (Enabling) Component Leadership at a School Site
   E. Reframing the Roles and Functions of Student Support Staff
   F. Establishing a Resource-Oriented Team at a School Site
   G. Weaving School-Community Resources Together
   H. Rethinking a School Board’s Committee Structure
   I. Levels of Competence and Professional Development
   J. Example of a Formal Proposal for Moving in New Directions
   K. Infrastructure for Learning Supports at District, Regional, and State Offices