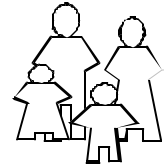


# ***New Directions for Student Support***



## ***Indiana Statewide Summit***

April 26, 2004

Indianapolis

The Summits' Initiative is sponsored by the national Center for Mental Health in Schools at UCLA\* and co-sponsored by:

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| ☐ American School Health Association  | ☐ Indiana Department of Education                       |
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|   | ☐ Regional VII Comprehensive Center                     |
|   | ☐ School Social Work Association of America             |
|   | ☐ Urban Special Education Leadership Collaborative      |
|   | ☐ Wisconsin Department of Public Instruction            |

\*The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Department of Psychology, UCLA.

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### *About the Summits Initiative*

The Summits Initiative: *New Directions for Student Support* is designed as a strategic effort to move student support efforts in new directions and into a central position in improving schools and enhancing outcomes for all students. It represents a major response to the growing and widespread imperative for closing the achievement gap and leaving no child behind.

The initiative already has mobilized a great deal of interest and energy from educational leaders and school staff and from their organizations across the country. (There are currently 31 co-sponsoring groups.) At this stage, the emphasis is on increasing proactive advocacy for *New Directions for Student Support*, building a leadership network nationally and in every state, and delineating specific recommendations and action steps for getting from here to there.

The Initiative began in October 2002 with a national Summit. This was followed by a series of regional summits. Based on the exceptional response, the decision was made to proceed with state-wide summits. Indiana was the fourth of these, following Minnesota, Wisconsin, and California. Several other states are in the planning stages. At an appropriate time, a policy makers' summit on student support will be organized to clarify new directions and encourage adoption of major recommendations.

Throughout the process, efforts across the country to move in new directions are being identified and showcased. Technical assistance and training for localities and states is being provided. And, mutual support networks are being developed for sharing of effective practices, lessons learned, and data on progress.

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\*While all Summit information can be accessed at <http://smhp.psych.ucla.edu> and many stakeholders already have received the introductory pamphlet on the initiative and some other documents, attached to this report are several key documents for sharing with others. These are (1) an overview about the initiative and the concept paper entitled *New Directions for Student Support*, (2) a document outlining *Guidelines for a Student Support Component*, and (3) the Executive Summary of the Report from the National Summit. Please feel free to copy and share any of these and refer colleagues to the information on the website (which includes examples of "Where it's Happening" and a growing tool kit to facilitate the process).

## INDIANA STATEWIDE SUMMIT ON NEW DIRECTIONS FOR STUDENT SUPPORT

The Indiana Summit was held in Indianapolis on April 26, 2004. Attached to this summary is a list of attendees, as well as a list of others throughout the state who were unable to attend, but indicated interest in new directions.

In general, the goals for each state summit are to:

1. Clarify basic frameworks for new directions in student support
2. Highlight where it is happening
3. Mobilize local action toward new directions for student support
4. Provide resource aids for moving forward
5. Develop a mechanism within the state for supporting new directions for student support.

The objectives for the day were to:

- C Clarify new directions thinking about the nature of student support through clarifying four fundamental problems that must be addressed in pursuing New Directions (i.e. the policy problem, the intervention frameworks problem, the infrastructure problem, the systemic change problem).
- C Highlight ways to enhance the policy and practice priority status of this component of schools
- C Foster an exchange of information about policy and practice around the country
- C Facilitate proactive strategic planning and problem-solving for next steps state-wide and at local levels related to moving student support from the margins to a central position in school improvement policy and planning

## **Indiana State Summit Participant Perspectives**

Based on the discussion and written input, participants stressed:

### ***The Urgency for Pursuing New Directions for Students Support***

The urgency stems from the reality of how many students are not profiting from instructional improvements. This stems from failure to address barriers to learning and teaching effectively and too little attention to engaging and re-engaging students in classroom learning.

Given that there will be some midcourse corrections to the No Child Left Behind Act, it is imperative to stress new directions for student supports as essential to efforts to raise test scores and ensure that all students have an equal opportunity to succeed. Based on student data, a learning support component should be included in all school improvement planning and implementation.

### ***New Directions is Not About New Resources. New Directions Calls for Leadership for Systemic Changes that Use Existing Resources More Effectively.***

Need is for strong leadership at the school and district to

- >provide mechanisms for consistent planning to integrate a broad range of resources and personnel for learning support (e.g., horizontal and vertical teams)
- >facilitate instruction and learning support personnel working on this together at the building and district levels (e.g., to map existing resources for learning support and set priorities)
- >value the cost-benefits of shared resources within attendance districts (e.g., the high school and it's feeder schools in a neighborhood). In some areas small districts can work together to achieve economy of scale.
- >look at gaps in school improvement plans related to learning supports and reach out strategically, as needed, to community resources. In doing so, focus on *integration of resources* at each school, not just coordination.

### ***New Directions Can Build on the Foundation of Good Practices Across the State.***

Indiana has a wealth of resources and examples of outstanding programs and initiatives to build on in pursuing systemic changes, especially with respect to enhancing programs for prevention and early intervention. Currently, these are fragmented because they are marginalized in schools and districts. However, this can change by emphasizing concepts such as addressing barriers to learning and enabling students to have an equal opportunity to succeed at school, using broad frameworks to connect learning supports and instruction, and making clear connections to data showing what students need to be successful.

## Next Steps in Moving Forward in Indiana

Participants were eager to move ideas into action and to set priorities on where to start. The following were key comments and suggestions:

- C Begin to create readiness and build capacity for change using state associations of pupil personnel administrators and staff. In this respect, clarify the state board rule that encourages flexibility in development of students services program management (Indiana State Board of Education 511 IAC 4-1.5-8). This will help show that working toward a learning support component is permitted and encouraged. At the same time, in this era of dwindling resources, it will be essential to stress that enhanced student outcomes can be achieved through positive systemic changes that *use existing resources in more effective ways*.
- C Ask the State Department of Education to play a greater leadership role related to new directions for student support. For example, the Department might identify what systemic changes would foster new directions for students support (credentialing/licensing requirements; job descriptions, inservice training for learning support and instructional staff, development of standards and expanded accountability for student support, etc).
- C Work groups should be established to develop a clear picture of what a learning support component would look like in terms of content and infrastructure at a school and at the district level, with examples for rural, suburban, and urban districts.
- C As a next step, it will be crucial to begin a process that brings a broad range of key leaders on board (e.g., Superintendents, School Boards, Directors of Special Education/Student Support/Title I, Unions, Indiana Education Roundtable, etc.). This means formulating an effective message to them and outlining ways to proceed that they will see as a good use of their time and energy. This should be the focus of one of the first work groups established to move the initiative forward. A goal here should be to ensure that a learning support component is included in every school's school improvement plan.
- C To facilitate capacity building, work groups could identify
  - >research/evidence based tools and training for use by existing school teams to focus on resource use and learning support component development
  - >benchmarks to keep systemic changes on track (e.g., establishment of supportive policies, waivers to facilitate braiding of funds, inservice training).
  - >in state districts that are moving in new directions for student support and use them as exemplars. (If feasible, develop videos that provide information on the broad frameworks for learning support with features from Indiana schools/districts.)
  - >out of state places that have moved and are moving in new directions for student support (e.g., Iowa, Hawai'i, Minneapolis, Madison, etc.).

## **Who is Ready to Take the Lead in Moving the Initiative Forward?**

Participants discussed the need for *mechanisms* focused specifically on moving forward with the new directions initiative. (How to set the process in motion? Who would take the lead?)

It was recognized that a steering and work groups are needed.

**(1) Steering Group to Guide Next Steps** – This group should assume ownership of the initiative and commit to championing, leading, and guiding the process in ways that ensure effective systemic change and sustainability. It's first functions would include:

- >identifying, establishing, and providing direction to work groups
- >ratifying the “brief” that provides an overview of the need for and general concepts for moving in new directions in Indiana
- >supporting, reviewing and, as appropriate, ratifying work group products.

It was agreed that, for a steering group to be effective, its ultimate membership should consist of high level “power brokers” who have the vision, commitment, position, and status to lead in new directions and also clear away barriers to progress. Moreover, it was hoped that some staffing resources to support implementation of steering functions and facilitate work group efforts can be volunteered by the organizations represented on such a group.

Some Summit participants indicated willingness to be part of a statewide steering group and also recommended others not at the April 26<sup>th</sup> meeting who should be invited to join the process.

Walter Aldoriso, Director Student Services, Center Grove Community School Corp.  
Susan Fread Albrecht, Director of Special Services, Marion Community Schools and  
Adjunct Faculty, Ball State University  
Rosetta Cummings, Asst. Director of SPCED, Anderson Community Schools  
Jeff Daniels, Assist Prof, IN University  
Mary Kay Davis, Director of Special Ed., Joint Educational Services, Plymouth  
Gregory Eaken, President elect IN Association of School Psychologists  
Marilyn Edwards, Indiana State Teachers Association, Indianapolis  
Cathlin Gray, Assistant Superintendent, Evansville Vanderburgh School Corporation  
Lisa Huffman, Assistant Professor, Ball State, Dept. of Ed. Psych  
Loretta Patzold, President, IN School Counselor Association  
Pat Pierce, Director, Northwest Indiana Special Education Cooperative, Crown Point  
Pamela Storm, Title I Coordinator, Anderson Community Schools  
JoDean Washington, Ex. Director of Community Development, Anderson Community Schools  
Gay Worth, Program Director, East Central ESC

### **Others interested in working on next steps, included:**

Dan Diehl, Director 21st CCLC Evansville Vanderburgh School Corporation  
Patricia Jones, Director of Student Services, MSD of Decatur Township  
Kathy Kugler, IN Association of School Psychologists  
Jim Trader, Director of Student Services, Evansville Vanderburgh School Corporation

### **Others “nominated” to join the efforts:**

Jeff Anderson, IUPUI  
Vince Barnes, IN Promise, Principal Leadership  
Judy Brigant, IN State Teachers Association President  
Neyland Clark, Superintendent, South Harrison CSC  
Jack Cummings, Indiana University, School Psychology Futures Conference  
Kelly Dunn, School Counselors, IN DOE  
Taylor Burton Edwards, United Way of Madison County  
Karen Goeller, Vigo County Assistant Superintendent  
Gerardo Gonzalez, Dean of the School of Ed., IU

Alice Harpel, Title I Coord. IN DOE  
 John Hill Division of Exceptional Learners  
 Stan Jones, IN Commission for Higher Education  
 Phyllis Lewis, School Nurses, IN DOE  
 Senator Teresa Lubbers  
 Senator Luke Kenley, Senate Ed. Committee  
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 Cheryl Orr, Chair, P-16 Plan  
 Holly Pies, Vigo County Staff Development Coordinator  
 Rep. Greg Porter, House Ed. Committee  
 Suellen Reed, Superintendent of Public Instruction  
 Lowell Rose, Urban Schools  
 Joe Slash, Urban League  
 Marie Theobald, Professionals Standards Board  
 Roy Weaver, Dean, Teachers College, Ball State University  
 Lynn Weisenbach, IU  
 Sue Whitson, Indiana University (meta-analysis of school counseling interventions)  
 Steve Wornhoff, ICASE  
 Nancy Zamitias, Division of Exceptional Learners  
 Ball State Ed. Psych Faculty: Drs. Rothlisberg, McIntosh, Gridley, Davis, Bean

The UCLA Center will facilitate organization of the Steering Group over the next 1-2 months.

**(2) Work groups** – These ad hoc groups will be formed to flesh out specific ideas about new directions and about how to get from here to there. Facilitators for each work group should be established to ensure group effectiveness and cross-group communication and to interface with the steering group. Given that groups will include individuals from around the state, the process would use email, supplemented by U.S. mail, FAX, and phone.

Examples of work group products might be a series of briefs that provide an overview about the need and possible nature of new directions for student support in Indiana.

- >clarify existing resources and concerns about how they are currently deployed
- >outline a comprehensive intervention learning supports framework for new directions
- >describe how existing infrastructure might be reframed at all levels so that new directions are pursued effectively
- >clarify what must happen to get from here to there (how to effect systemic changes)

***Reach Out Again to Influential State Professional and Community Organizations:*** Enhanced involvement of state organizations in the Summits Initiative was recommended with information shared through websites, newsletters, and at state meetings (e.g., school boards; PTA; Teachers Associations; Administrators Associations; all pupil service organizations; United Way, League of Women Voters, Mayors, Chambers of Commerce etc.). Once the Steering group is functional, the UCLA Center will facilitate communications from the Steering Group to relevant organizations.

***Embed New Directions for Student Support in Training and in Accountability Documents:*** It was recognized that work would have to be undertaken with University preservice and inservice programs (and with researchers as well). And, it was suggested that eventually the initiative should explore ways to have the Association of School and College Accreditation address this matter.

**As a participant or someone who is interested in New Directions for Student Support, we encourage you to send a copy of this document to anyone or any organization that you feel should be part of the network of people and programs that is coming together around this important matter.**

**Summit's Initiative:  
New Directions for Student Support  
Indiana - April 26, 2004**

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**Summit's Initiative:**  
***New Directions for Student Support***  
**Indiana**  
**April 26, 2004**  
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