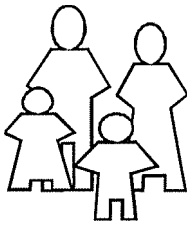


## ***NEW DIRECTIONS FOR STUDENT SUPPORT INITIATIVE***

### **Report from the New York's Statewide Summit in Albany on March 7, 2005**



The following is a brief summary from the statewide New York Summit on New Directions for Student Support.

Also included are additional copies of some key summit initiative materials for you to share with others.

As the report indicates, the next step is to establish a state Steering Group. The UCLA Center will facilitate this step over the next month. Then some work groups will be established.

You will be sent updates as the initiative moves forward, and hopefully you will be part of the Steering or a work group.

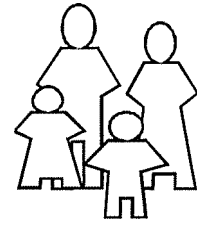
*At the end of the report is a response form to help expand and guide next steps. Please take a few minutes to fill it out and fax it back.*

As always, thanks for all you do in the interest of the well-being of children and adolescents.

Howard Adelman & Linda Taylor, facilitators for the initiative\*

\*The *New Directions for Student Support Initiative* is facilitated by the Center for Mental Health in Schools at UCLA. 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: smhp@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.

# ***New Directions for Student Support Initiative\****



## **New York's Statewide Summit in Albany on March 7, 2005**

### ***Report***

A wide range of key leaders in education participated in the Summit and expressed commitment to establishing an ongoing and sustainable initiative to strengthen learning supports for all students. (Appendix A lists those who participated on March 7 and those who, although unable to attend, expressed their interest in participating in the next steps as the initiative evolves.)

Objectives for the day were to:

- Articulate why new directions for student support are an imperative
- Clarify four fundamental of concern that must be addressed in pursuing an initiative for new directions (i.e. the policy problem, the intervention frameworks problem, the infrastructure problem, the systemic change problem)
- Highlight ways to enhance priorities related to policy and practice for addressing barriers to student learning
- Foster an exchange of information about policy and practice around the country
- Facilitate proactive strategic planning and problem-solving for next steps statewide and at local levels related to moving student support from the margins to a central position in school improvement policy and planning

Related to these objectives, there was an in-depth focus on

- >basic frameworks for new directions in student support
- >where new directions are being pioneered
- >local action toward new directions for student support
- >resource aids for moving forward
- >a mechanism within the state for supporting new directions for student support.

*\*The New Directions for Student Support Initiative is sponsored and facilitated by the national Center for Mental Health in Schools at UCLA. For a brief, overview description of the initiative and a list of the over 30 organizations that have joined in as co-sponsors to date, see Appendix B. More information on the Initiative is at <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm>*

## Participants' Perspectives on New Directions for Student Support

Based on the discussion and written input from participants, the following were identified as key considerations in moving forward in pursuing new directions for student support in New York schools:

### ***1. Creating readiness at state, district, and school-community levels***

- > Engage key leaders at schools and key organizations and stakeholder groups in the New Directions Initiative (including advocacy at board meetings and with community champions)
- > Educate current staff regarding barriers to learning
- > Focus on *outcomes* for children and youth (K-12)
- > Stress the link between new directions for student support (e.g., a learning supports component) and standards-based school improvement and closing the achievement gap
- > Emphasize the particular importance of more effective use of resources for addressing barriers related to equity concerns and students from low income families
- > Provide data that show the impact of comprehensive, multifaceted, and integrated learning supports on basic benchmarks that enhance achievement results

### ***2. Strategies for moving forward with a new directions initiative***

- > Develop a group of key leaders, including superintendents, directors of student support, union leaders, higher education program heads, etc., to guide the work
- > Use existing needs assessment data to show the urgency of moving in new directions for student support and be sure to incorporate the concerns of staff and parents
- > Plan small strategic steps to reach large long-term initiative goals; incorporate ideas from business related to systemic change
- > Work with higher education programs to begin to incorporate new directions thinking into pre and continuing education programs for administrators, teachers, and student support personnel
- > Provide trainer of trainers sessions and include regular education staff
- > Identify individuals and districts that are ready or have begun to make major *systemic* changes moving in new directions for student support
- > Provide opportunities for districts to share best practices
- > Work with county coordination mechanisms that link to the state level

- > At all levels, map and analyze existing resources, identify gaps to be filled, establish priorities, and integrate them into school improvement planning (e.g., resources used at schools, in districts, regionally, and at the state level related to general funds, compensatory and special education, grants and other extramural sources, and community resources linked to schools)
- > Strategically link new directions for student support to all other initiatives as they are planned and implemented (e.g., efforts to assist schools in need of improvement, proposed initiatives to reform high schools, the small schools and community schools movements)
- > Modify an existing team in the school to function as a resource-oriented team
- > Social market the link between comprehensive approaches to address barriers to learning support services and enabling classroom learning
- > Broaden the framework for school accountability to fully integrate and account for all efforts to enhance personal and social functioning and address barriers to learning and teaching

### ***3. Anticipating and addressing potential barriers***

- > Because of current accountability pressures and mandates, it will be necessary to quickly begin a social marketing campaign to clarify why new directions for student support are an imperative and must become a high priority
- > Mobilize unions to take a leadership role in the initiative, strong teacher support is essential and competition for resources, blaming, and finger pointing generally are counterproductive
- > Articulate and communicate how new directions for student support can be pursued using current resources; moreover, stress that because of reduced commitments and dollars from federal and state education agencies, there is an urgency for moving in new directions and braiding existing resources
- > Emphasize the necessity of moving from an overemphasis on one-to-one “clinical” models of student support to programs that assist the many in need and that achieve the cost-benefits of prevention and early intervention, reduction in inappropriate referrals for special education, and economies of scale
- > Avoid terms such as “project,” “model,” “pilot,” “demonstration” and any other words that convey “flavor of the month” thinking; stress this is about fundamental systemic changes that are to be phased in over time in order to enhance student results

#### ***4. Additional brainstorming about moving forward in New York***

- > Work with state department of education on a clear definition of learning supports
- > Integrate new directions for student support into state guidelines related to the reauthorization of Individuals with Disabilities Education Act (e.g., early responses to students not succeeding, response to interventions, prereferral interventions)
- > Work with business and coalitions within counties to move the initiative forward
- > Use our success in planning how to work together in a crisis as a basis for how to work together on day to day learning supports
- > Integrate mental health into the curriculum; don't "pass the buck" to special education
- > Promote local examples and local strategies
- > There is support for a New Directions Initiative through the State Department of Education Office of School Improvement and Student Support
  - >> Look for learning supports concepts in the Middle Level education materials from the state department leadership and resources
  - >> State Department of Education is working on Supportive Learning Environment Indicators
  - >> State Department of Education works through networks and partners, the New Directions for Student Support Initiative can be one of those partner organizations
  - >> State may have moved too much to specific schools, may need to refocus to mobilize the districts
- > “Weighing a calf won’t make it grow. You have to feed it!” So, it is important to begin with a focus on benchmarks for progress, and not overemphasize outcome evaluation until new directions are well developed.

## Next Steps in Developing a State-wide New York Initiative

As has been the case at each state-wide summit, participants were eager to move ideas into action and to set priorities on where to start.

**(1) Among the steps summit participants indicated they were ready to do individually are the following:**

- > Read more indepth about the frameworks, copy sections to share
- > Change immediately what I have control of with respect to learning supports
- > Share with stakeholders, superintendents, assistant superintendents, administrative staff, schools boards, state chapters of associations, other key leaders) information and materials from the summit and present on the frameworks for new directions for student support
- > Follow up with discussions about “where we are, and where we need to go”
- > Talk with members of the Board of Education about establishing a subcommittee on addressing barriers to learning and teaching through learning supports
- > Review district programs for learning supports and facilitate a plan of action to make a difference; map current resource deployment and do a gap analysis
- > Mobilize my school district: administrative cabinet, school board, learning supports staff
- > Follow up with State Education Dept. Pupil Personnel Services Advisory Group
- > Market data related to learning supports programs and their impact
- > Refocus Child Study Teams to look at root cause data and a continuum of support
- > Move toward a three component view of district reform to strengthen learning supports
- > Discuss with pupil services personnel how to move into classroom and restructure their roles
- > Build on existing initiatives in our school/community collaborative/enrichment council
- > Continue work in the state department on indicators for a supportive learning environment
- > Establish a local planning group to rethink how we provide learning supports
- > Infuse learning supports into discussions as state protocols and regional protocols for communication are developed
- > Initiate discussion on how learning supports can infuse our discussion for capacity development
- > Work with other districts in my region who are interested in moving forward to provide support, share ideas, and successes
- > Develop comprehensive collaboration teams of staff in the area of student support to promote student learning; demonstrate how it would work
- > Work with our faculty to move university training curriculum toward learning supports

**(2) With respect to organizing a state-wide initiative for *New Directions for Student Support*, participants indicated readiness to**

**(a) Create a Steering Group to Guide Next Steps** – This group is to assume ownership of the initiative and commit to championing, leading, and guiding the process in ways that ensure effective systemic change and sustainability. Its first functions include:

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

***Action step:***

- Over the next 1-2 months, the UCLA Center will facilitate organization of the initial Steering Group and support its work.

The following individuals have indicated interest in joining the initial state-wide steering group:\*

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>>Laura Carbone, Co-ordinator Office of Federal Programs, Indiana River – lcarbone@mail.ircsd.org  
>>Ann Chrissley, Supervisor of Federal Programs, Indian River Central School District – achrissley@mail.ircsd.org  
>>John Cole, Director of Special Education, Sweet Home CSD – jcole@shs.k12.ny.us  
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>>Stephanie Forsyth, Assistant Superintendent, New Paltz CSD – sforsyth@newpaltz.k12.ny.us  
>>Rebecca Gardner, Team Leader, Student Support Services, NY State Education Department – rgardner@mail.nysed.gov  
>>Deborah Giuliani, CSE Chairperson, Goshen CSD – dgiuliani@gcsny.org  
>>Terri Graham, Supervisor of Sp. Ed; President of NYS Pupil Service Administrators – t.graham@cppmail.com  
>>Steve Gramet, Director of Pupil Services, Syracuse City School District – sgrame02@scsd.us  
>>Winsome Gregory, Assistant Superintendent for PPS & Personnel, Nyack Public Schools – wgregory@nyackschools.com  
>>Robbin Griffin, President, Fulton Board of Education – rgriffi3na.tweny.rr.com  
>>Angela Guptill, Director of Special Education, East Greenbush CSD – angl111@aol.com  
>>Deborah Hardy, New York State School Counselor Association – nysscal@aol.com  
>>Linda Haubner, President, NY State Association of School Nurses – lhaubner@plattscsd.org  
>>Thomas Hernandez, Assistant Professor, SUNY College at Brockport – thernandez@brockport.edu

\*The initial steering group will evolve over time. Ultimately, it needs to have at its core high level "power brokers" who have the vision, commitment, position, and status to lead in new directions and also clear away barriers to progress. And, it helps to have some staffing resources to support implementation of steering functions and facilitate work group efforts. This can be established through the contribution of resources by the organizations represented on such a group.

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 >>Nadine Wallace, President Board of Education, New Rochelle – nwallace23@hotmail.com

**(b) Establish Work Groups** – Work groups will be formed to flesh out specific ideas about new directions and about how to get from there to here. Facilitators for each work group will 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. These could

- > 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 necessary systemic changes)

***Action step:***

- As soon as the Steering group is in place, they will focus on establishing work groups for specified first priority tasks. Here, too, the UCLA Center will facilitate the organization and initial activity of the work groups.



**Individuals (in addition to those on the steering group) indicating interest in working on next steps (e.g., providing information, joining work groups) include:**

- >>Nellie Bush, Director of Special Education and Student Services, Amsterdam School District
- >>Bob Darcangelo, Director of Attendance and PPS, Binghamton CSD
- >>Nancy Evangelista, Faculty, Alfred University; Past President NY Assoc of School Psych.
- >>Anne Kelly, Supervisor of Special Education, Ulster BOCES
- >>Michael Kenny, Coordinator of Guidance and Counseling, New Rochelle
- >>Bess Kirnie, Director Pupil Personnel Services, Corning-Painted Post Area School District
- >>Frank Rosinski, Pupil Personnel Services Director, Canandaigua City School District

**(3) Inform and include others in the initiative.**

Participants identified the following as organizations that should be contacted as potential co-sponsors of the initiative and as useful resources in moving in new directions for student support in New York:

- > Learner Centered Institute
- > Office of Adult Education and Vocation
- > New York State Business Association
- > Ed Placke, Assistant Commissioner for Education
- > 100 Black Men
- > Families Together, Parent Information and Training Centers
- > NYS PTA
- > NYS Attendance Officers
- > NYS Council of Educators Association > County Interagency Councils
- > NY Association for Counselor Education and Supervision
- > NYS Office of School Safety
- > NYS School Boards
- > NYS United Teachers
- > NYS Council of Administrators of Special Education
- > NYS Association for Pupil Personnel Directors
- > Healthy Schools Program
- > NYS Youth Bureaus
- > BOCES
- > Marketing Boards
- > United Way
- > Urban League
- > Office of Mental Health
- > Department of Social Services
- > NYS Department of Ed Pupil Personnel Advisory Committee
- > NYS PBIS
- > Western NY Coalition of Community/School Collaborations
- > Legislators and policy makers
- > Board of Regents
- > Governor's Office
- > Faith Community

***Action steps:***

- As a participant or someone interested in *New Directions for Student Support*, you can make an important contribution by sending 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.
- As soon as a "brief" that provides an overview of the need for and general concepts for moving in new directions is ratified, the UCLA Center will facilitate its dissemination, along with an invitation to recipients to become part of the initiative.

**(4) Ensure technical assistance is available for information sharing, networking, and capacity building**

- > establish Email listserv for the initiative
- > facilitate linkages with UCLA Center and others doing this work
- > provide workshops related to new directions for student support work (e.g., on designing learning support infrastructure at district, school, and state department; on systemic change methods; on phasing in new directions; on capacity building of support staff for new roles and functions)
- > develop specific examples of what new directions would look like for students, staff, and families (video)

**Appendix A**  
**Summits Initiative:**  
**New Directions for Student Support**  
**New York: March 7, 2005**

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New Directions for Student Support  
New York, March 7, 2005  
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## Appendix B

### **About the Summits Initiative and its Co-Sponsors**

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 33 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.

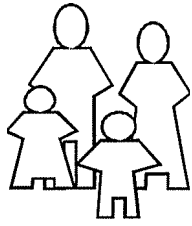
The Initiative began in October 2002 with a national Summit. This was followed by a series of regional summits. Based on the exceptional response, the decision was made to proceed with state-wide summits. New York was the seventh of these, following Minnesota, Wisconsin, California, Indiana, Texas, and Connecticut. Several other states are in the planning stages (e.g., Iowa in April). 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.

*The New Directions for Student Support Initiative* is sponsored by the national Center for Mental Health in Schools at UCLA\* and is co-sponsored by:

American School Counselor 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 & 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 Educ.  
Minnesota Department of Public Instruction  
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  
National Association of Social Workers  
National Association of State Boards of Education  
National Center for Community Education  
National Middle Schools Association  
Policy Leadership Cadre for MH in Schools  
Regional VII Comprehensive Center  
School Social Work Association of America  
Texas Association of Student Assistance Professionals  
Urban Special Education Leadership Collaborative  
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\*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. Write: 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](mailto: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.



## New York Initiative: *New Directions for Student Support*

### Next Steps Response Form

(1) If you have not already done so, please indicate:

(a) Would you like to be part of the Steering Group (see description in the Report)?

YES      NO

(b) Any others who should be asked to be part of the Steering Group:

Name Contact Info

(c) What types of work products do you think are needed to move things forward?

(d) Which of these products would you be willing to help develop as part of a workgroup?

(2) Other Comments:

Your Name \_\_\_\_\_ Title \_\_\_\_\_  
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*Thanks for completing this form. Return by FAX to (310) 206-8716.*

The Center for Mental Health in Schools is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project in the Dept. of Psychology, UCLA. Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau, Health Resources and Services Administration. Co-funding comes from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both HRSA and SAMHSA are agencies of the U.S. Dept. of Health and Human Services.