

UPDATE -- Wisconsin Summit Initiative New Directions for Student Support - 6/11/04

Hope you have all had a successful school year and can use some of the upcoming summer for restoring your enthusiasm for pursuing New Directions for Student Support

As proposed at the Summit meeting, this listserv has been established for the Wisconsin Summit Initiative New Directions for Student Support. The listserv will be used mainly to provide periodic updates on what's happening. All replies to this and other listserv email come back to the Center for processing and sharing within the state and with other states.

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Here is a brief update on ongoing work stemming from the Wisconsin Summit on New Directions for Student Support and also some info from other states.

Initiative Infrastructure is Germinating

1. Wisconsin Steering group to date, the following leaders have agreed to constitute the initial steering group for the Wisconsin's Initiative for New Directions for Student Support

- >Lance Alwin, District administrator, Unified School District of Antigo
- >Stephanie Edwards, Principal, Savanna Oaks Middle School
- >Mary Gulbrandsen, Director of Student Services, Madison Metropolitan School District
- >Phil Knobel, Executive Director, WCASS
- >Twyla Lato, President, WI Assoc. of School Nurses
- >Kris Sieckert, President, WI School Psychologists Association
- >Judith Shine, WI School Social Workers Association
- >Karen Steindorf, WI School Counselors Association
- >Sue Todey, Consultant
- >Doug White, Director of Student Services, WI Dept. of Public Instruction
- >Jeff Zdral, Director of Curriculum and Instruction/Support Services Neenah Public Schools
- >Carole Ziessmer, Program Support for Social Work, Madison Schools

As an organizational step, the Steering group was invited to a meeting with the Wisconsin Alliance of Pupil Services Organizations on May 25, 2004. At that meeting, those present decided to

a) review and update the 2003 Wisconsin "white paper" on collaborative pupil services with an eye toward better communicating the main messages to administrators and board members (workgroup formed to do this)

b) develop a marketing/outreach plan, including presentations at 2004-05 school board and administrator conferences (workgroup formed to do this)

In addition, WAPSO decided to

c) revise the core training modules (based on the WI pupil services summer institutes and UCLA concepts) to better communicate the core ideas of pupil services collaboration; revise marketing materials, promote and provide training, develop larger cadre of trainers

d) develop a clear delineation of the skill sets and appropriate roles of the major pupil services professions (school counselor, nurse, psychologist, social worker) in collaboration with the professional associations (working group to be formed)

If you would like to be a part of the initiatives' ongoing activity, please reply to this email, and we will forward the information.

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2. Resources and ideas for clarifying for and communicating with others about the initiative

a) The other three states that have already had state summits are also working on "briefs" to share

information on New Directions for Student Support and are identifying meetings at which they can share the information. As these are developed, they will be sent to you for your information.

b) There is a new one page flyer online that you can adapt/share (either you can download and copy it or let us know how many you need for distribution and we will send them to you. Flyer is online at <http://smhp.psych.ucla.edu/summit2002/flyerjune04.pdf>

c) There are also two new documents online relevant to New Directions for Student Support. Take a look to see if you can use them in sharing this important work

(<http://smhp.psych.ucla.edu/summit2002/conceptpaper.htm>). They are

>>New Directions for Student Support A Comprehensive Learning Supports System

>>Talking points Q & A document (This is designed to respond to the following five basic questions that folks seem to ask related to a new directions initiative.

- 1) Why is a Comprehensive Learning Supports System an imperative?
- 2) What needs to be done to make such a component a reality?
- 3) What does such a component need to look like at a school?
- 4) What's the research-base for such a component?
- 5) What will it cost?

d) Finally, see the brief article that was published in the journal of the National Association of School Boards of Education (NASBE) entitled "So you want higher achievement scores? It's Time to Rethink Learning Supports" <http://smhp.psych.ucla.edu/summit2002/conceptpaper.htm>.

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3. The California initiative already has started to identify districts that are "ready to move" in New Directions. The workgroup setting criteria for determining how ready districts are to move has posed the following three questions to determine readiness levels

With respect to **your district** moving toward New Directions for Student Support –

1) How interested are **key leaders**, such as district administrators and board members (e.g., Do they see the need and opportunity to pursue a comprehensive learning support component as a key to ensuring better outcomes for students and for schools)?

☐ () Not at all interested

☐ () Somewhat interested

☐ () Quite interested

(If not at all or just somewhat interested, you might want to share the new online document "New Directions for Student Support A Comprehensive Learning Supports System Questions and Answers" <http://smhp.psych.ucla.edu/summit2002/q&a.pdf>). And, of course, please let us know if there is a way we can aid your efforts -- contact ltaylor@ucla.edu

2) How ready are key leaders to map the range of resources in the district/schools/community for learning support?

☐ () Not at all ready

☐ () Somewhat ready

☐ () Quite ready

(If not at all or just somewhat ready, take a look at "Resource Mapping and Management to Address Barriers to Learning An Intervention for Systemic Change" <http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf>)

3) How ready are key leaders to establish an infrastructure at the district/school level for focusing on New Directions for Student Support (e.g., resource coordinating teams at a school, resource coordinating councils for a feeder pattern of schools, a learning support office and director at the district office, an effective school-community collaborative, job descriptions that include participating on resource coordinating teams for support services, special ed, title I personnel, etc.)

You might want to list each under the descriptors below where it best fits.

Not at all ready

Somewhat ready

Quite ready

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Let us know of your progress in working on New Directions for Student Support. If you want to be more involved in the Wisconsin initiative on New Directions for Student Support, let us know.

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