From the national Center for MH in Schools & Student/Learning Supports at UCLA

**While We Grieve, Let's Dedicate this School Year to *More than*
Hardening School Security and Threat Assessment**

As the horror of the shooting in Georgia permeates every community, we all need to consider what's next.

Clearly, for Georgia, the immediate focus is on dealing with the aftermath. Fortunately, if they need some guidance, it is available from many sources.

   See, for example,

>*Guide to Recovery*, a collection of best practices to assist school leaders in the aftermath of shooting tragedies prepared by the National Association of Secondary School Principals Principal Recovery Network, a national network of school leaders who have experienced gun violence in their schools and led in the aftermath.

   https://www.nassp.org/community/principal-recovery-network/

>*Helping Students After a School Shooting*
>https://www.schoolcounselor.org/Publications-Research/Publications/Free-ASCA-Resources/After-a-School-Shooting

Then, for Georgia and schools across the country, the matter to be reviewed is how to prevent and better prepare for such crises in the future. Again, guidance is available from many sources -- see *Crisis response and prevention* https://smhp.psych.ucla.edu/qf/p2107_01.htm

   *But schools, working with communities, must do more to reduce violent acts by students.
   And we all need to work together to do more than pick up the pieces after shootings.*

Ultimately, every violent act at schools must be a wake-up call about the absolute necessity to proactively move forward to improve the role schools play in (1) promoting healthy development, (2) preventing problems that get in the way of succeeding at school, (3) responding quickly when problems do arise, and (4) facilitating access to specialized help for students with severe and chronic problems. Most schools already are committing to some form of such a continuum of interventions by adopting/adapting a multi-tiered support system framework (e.g., MTSS). To move forward now, schools can work with communities to build on that framework to develop *a unified, comprehensive, and equitable system of student/learning supports.*

See
>*Student/Learning Supports: A Brief Guide for Moving in New Directions*
   https://smhp.psych.ucla.edu/pdfdocs/briefguide.pdf
>*Transforming Student and Learning Supports: Starting the Process*
   https://smhp.psych.ucla.edu/pdfdocs/systemchangesteps.pdf

LET'S MAKE 2024-2025 A YEAR FOR PROMOTING STUDENT WELL-BEING BY IMPROVING
HOW SCHOOLS ADDRESS BARRIERS TO LEARNING AND TEACHING &
REENGAGE DISCONNECTED STUDENTS

For our part, we are dedicating the 2024-2025 school year to renewing ways our Center can help schools and communities improve and strengthen student/learning supports so all students have equity of opportunity to succeed at school. In moving forward, we will (1) accelerate our ongoing efforts to provide resources to the field at large and (2) advance efforts to implement and sustain new directions for addressing barriers to learning and teaching, with a focus on replication to scale in school districts. And, of course, this encompasses embedding a full range of mental health concerns into everyday life at schools.

We want to do whatever we can to help.*

Let's serve the memory of the too many students who have experienced school violence by making schools a place where *all* students are provided essential supports to succeed at school and beyond.

*Note: Center resources are free online:
>Go to our website (https://smhp.psych.ucla.edu/) and scroll down to see examples of recent resources
>Then scroll back up and click on the icon "First Visit" to see the Center special features.

Join our listserv to receive the free resources we regularly send out. (send an email to Ltaylor@ucla.edu)

Best wishes and be well,

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