
More about Legislation to move school improvement policy to a three component approach

As we announced last week, our Center at UCLA will soon be contacting key legislators in every state about reframing school improvement policy to move from a two to a three component framework.

We have received a great many requests for copies of what we will send to the legislators, so we are providing online access. See

>School Improvement Policy Needs to Move from a Two- to a Three-Component Guiding Framework <http://smhp.psych.ucla.edu/pdfdocs/why3comp.pdf>

>Prototype Guide for Reframing Fragmented Student and Learning Supports into a Unified, Comprehensive, and Equitable Learning Supports System <http://smhp.psych.ucla.edu/pdfdocs/reframing.pdf>

>An act to add to the Education Code. Addressing Barriers to Learning and Teaching: Ensuring a Three Component Approach to School Improvement <http://smhp.psych.ucla.edu/pdfdocs/draftbill.pdf>

If there are specific legislators you want to be sure we contact, send an email to Ltaylor@ucla.edu with their names and contact information.

Also, if you would like to be included in the growing list of stakeholders who endorse the need to move school improvement policy to a three component approach, send an email to Ltaylor@ucla.edu ; please include name and title.

As always, we look forward to helping schools move forward..

Note: A three component framework for school improvement provides a way to fully embed a focus on social-emotional development, which currently is being pursued in fragmented and marginalized ways. As Child Trends' analysis of state statutes and regulations (enacted as of September 2017) aligned with the Whole School, Whole Community, Whole Child model of school health concludes:

... Beyond policies that call for specific focus on SEL or character education, 37 states include elements of SEL (such as healthy relationships, interpersonal communication, or self-esteem) as part of regulations governing health education standards. Thirty-eight states also include mental and emotional health in health education standards.... Such policies, though, are often limited in their vision of SEL and disconnected from other critical components of healthy school environments. Many existing state policies reflect earlier efforts to build character education, conflict resolution, and similar skills into the fabric of teaching and learning.

<https://www.childtrends.org/state-laws-promoting-social-emotional-and-academic-development-leave-room-for-improvement>