This resource is from the national
> *Center for MH in Schools & Student/Learning Supports at UCLA*
> (9/14/22)

Featured:

> **>Community Schools and School-Community Collaboratives:**
>   **How are they improving student and learning supports?**

>   **>What are the first steps to take when students have problems?**

>   *>Links to a few other relevant shared resources*

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For discussion and interchange:
> **>Community Schools and School-Community Collaboratives: How are they improving student and learning supports?**

It's great to see so much interest now in Community Schools and school-community collaboration.

Our Center has long supported and worked to evolve such efforts.

In this context, here is what we recently heard from a colleague in La Crosse, WI:

> We are planning/organizing our 12th Rebuilding for Learning Summit (which we established off of your collective works/research...THANK YOU!). My inquiry is simply this, do you have recommendations for a focus on the positive impact of mutually reinforcing activities/community collaboration (vs. working in silos) to remove barriers to learning for our community's children?*

We had several reactions to this.

> First, we were pleased that the district was continuing the work.

> Second, we always encourage building on the initial efforts with a view to establishing formal district-community and school-community collaboratives focused on unifying and then developing a comprehensive and equitable system of student/learning supports.

> Third, it increased our worry that the current funding for Community Schools will mainly reify the limiting trend to define the initiative primarily as a "community based effort to coordinate and integrate ... services." We have cautioned that the prevailing trend is to establish "Community Schools" as one more initiative at a school. And unfortunately, such initiatives rarely evolve into the type of transformed school necessary for significantly reducing the achievement and opportunity gaps.

As we have stressed, Community Schools and limited school-community collaborative usually are designed to pursue some of a school's priorities but do not end the marginalization of student/ learning supports in school improvement policy and practice. And in some instances, they contribute to increasing the fragmentation of efforts to address barriers to learning and teaching and reengage disconnected students and families. In addition, the emphasis on collaboration often goes astray producing counterproductive competition between Community School "directors/coordinators" and principals and between community professionals and a school's student/learning support staff.**

Our work emphasizes that Community Schools and school-community collaboratives need to focus on system building that is pursued by (a) expanding school improvement policy from a two to a three component framework, (b) framing efforts to address barriers to learning and teaching as a unified, comprehensive, and equitable system of student/learning supports that coalesces school and community resources, (c) reworking the operational infrastructure at schools, and (d) facilitating systemic change with a process that emphasizes sustainability.***

In addition, we emphasize that key challenges related to any effort to develop productive school-home-community collaboration include (1) outreaching to a wide range of community resources, (2) adopting shared governance and functions, (3) establishing an effective and sustainable collaborative infrastructure, and (4) connecting "families" of schools to address common concerns and achieve economies of scale.****

Notes:

*For information on the La Crosse initiative, see https://www.lacrossepartnersinlearning.com/ . Here are a few highlights:

"The Family and Youth Subcommittee (Rebuilding for Learning Steering Committee) is a subcommittee of the La Crosse Community Collaboration, which is a partnership between three local governmental entities: (1) The School District of La Crosse, (2) the City of La Crosse, and (3) La Crosse County.

The Collaboration, which began in 2005, has a meeting once per quarter which is chaired jointly by the School District of La Crosse Superintendent, the Mayor of the City of La Crosse, and the La Crosse County Administrator...

In 2011, the Family and Youth Subcommittee adopted a conceptual framework outlined in UCLA Center for MH in Schools and Student/Learning Support's book, "Rebuilding for Learning," to advance the mission of strengthening collaboration and improving communication within the family and youth services area. In adopting this framework, the subcommittee began to refer to itself as the "Rebuilding for Learning Steering Committee." Under the new framework, the Steering Committee adopted the goal of ensuring all children have the opportunity to succeed by addressing barriers students face that prevent them from coming into the classroom "ready to learn."

To address these barriers, the Steering Committee adopted the UCLA Center's strategy of working towards creating more integrated and seamless systems across three levels of intervention: (1) prevention, (2) early intervention, and (3) emergency intervention.

One of the first objectives of Steering Committee was to plan a summit bringing together School, City, County and community providers of services to children and youth. This first summit in August of 2011 focused heavily on examining local systems of intervention to identify gaps and overlaps.

Since 2011, the Steering Committee has served as an important collaboration point for several projects and initiatives that have advanced the strategy of creating more integrated and seamless intervention systems. These have included:

>Developing a Memorandum of Understanding that led to better and more streamlined communications between the School District and La Crosse County about the status and needs of specific children and youth.

>Launching a collaborative effort, the La Crosse Area Family Collaborative, that includes new Neighborhood Social Workers who are integrated with local schools and serve as an early intervention resource to stabilize families (with the County, City and School District all contributing funding and/or in-kind resources).

>Developing a comprehensive "system of care" to address behaviors that put youth at risk of entering the juvenile justice system and which more closely aligns policies and practices of the school, county and community youth service providers.

>Creating a jointly funded administrator position to manage the new "system of care," help administer the La Crosse Area Family Collaborative, assist with coordination Rebuilding for Learning activities and facilitate the development of a 501(c)3 organization....."

**See, for example,
>*Evolving Community Schools and Transforming Student/Learning Supports*
   http://smhp.psych.ucla.edu/pdfdocs/evolvecomm.pdf
>*Understanding Community Schools as Collaboratives for System Building to Address Barriers & Promote Well Being* http://smhp.psych.ucla.edu/pdfdocs/communitycollab.pdf
>*Fostering School, Family, and Community Involvement.*
   http://smhp.psych.ucla.edu/publications/44 guide 7 fostering school family and community involvement.pdf

***Overviews and in depth details of major ideas related school improvement are provided in:
>*Improving School Improvement* (see Chapter 14)
>*Addressing Barriers to Learning: In the Classroom and Schoolwide*
>*Embedding Mental Health as Schools Change*
all three books can be freely accessed at
http://smhp.psych.ucla.edu/improving_school_improvement.html

****See: *Student/Learning Supports: A Brief Guide for Moving in New Directions*
http://smhp.ucla.edu/pdfdocs/briefguide.pdf

For more on this, see our online clearinghouse Quick Find on *Collaboration* at
http://smhp.psych.ucla.edu/qf/p1201_01.htm

> **What's going on in your locale related to these matters?**
> Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

From: *First Steps for Parents When School Problems Are Observed*
https://ldaamerica.org/info/first-steps-for-parents-when-school-problems-are-observed/

"If a student is having unusual difficulty in school the parent should discuss the situation with the teacher and other school personnel. Most schools have a problem-solving team which works with families in reviewing and solving problems that affect school performance before beginning a formal process of referral for special education and related services as described in IDEA. Problem-solving activities or strategies used by the regular education teacher to address the child's difficulty may consist of changes in the physical environment, changes in instructional approaches, short-term remedial activities, peer tutoring, or behavioral management plans. Learn more about who serves on the problem-solving team and what parents need to know about problem-solving efforts.

Members of the problem-solving team usually include the child's teacher, a building level administrator, guidance counselor, the school psychologist, social worker, or consultant. The special education teacher may also be included. Most schools have a problem-solving team that includes general education staff member/s.

What do parents need to know about problem-solving?
>Parents should receive ongoing information regarding the child's progress with the strategies in place.
>Parents should provide documentation and results of previous interventions tried.
>Length of time interventions will be attempted prior to referral for consideration for special education and will vary widely from state to state.
>Determine who will implement the intervention, needed materials, frequency, and setting of the interventions.
>Date for follow-up meeting to review progress.
>Parents can stop problem-solving at any time and request referral for consideration for special education and related services. The school must provide parents with a formal notice of their agreement or disagreement.

Prior to, during, or after a period of 'problem-solving' efforts in the regular classroom, the child may be referred for consideration for special education and related services. At any time during this process, the parent or guardian has the legal right to request that the public school evaluate their child for special education."

> **For schools, the first emphasis is on preventing problems**
> **and then providing special assistance as soon as a problem is observed. See**
>
> >"Moving toward Personalized Instruction and Special Assistance" in Part II of
> *Improving School Improvement* http://smhp.psych.ucla.edu/improving_school_improvement.html
>
> >*Response to Intervention and Classroom & Schoolwide Learning Supports: A Guide for Teachers and Learning Supports Staff* http://smhp.psych.ucla.edu/pdfdocs/rtiguide.pdf

Strengthening School-Family Partnerships
https://www.ascd.org/el/strengthening-school-family-partnerships

Seven Principles for True Partnership
https://www.ascd.org/el/articles/seven-principles-for-true-partnership

What Role Does Social Media Use Play in the Youth Mental Health Crisis?
https://www.edsurge.com/news/2022-08-08-what-role-does-social-media-use-play-in-the-youth-mental-health-crisis-researchers-are-trying-to-find-out

'Nation's Report Card': Two Decades of Growth Wiped Out by Two Years of Pandemic
https://www.the74million.org/article/nations-report-card-two-decades-of-growth-wiped-out-by-two-years-of-pandemic/

Back to School: Working with Teachers and Schools – Helping Your Child Succeed in School
https://ldaamerica.org/info/back-to-school-working-with-teachers-and-schools-helping-your-child-succeed-in-school/

America's kids are going back to school. Not all of their teachers will join them
https://www.npr.org/2022/08/31/1120064931/school-education-teachers-quit

Native American Disaster Behavioral Health
https://www.samhsa.gov/sites/default/files/dtac-dialogue-vol-17-issue-4.pdf?utm_source=SAMHSA&utm_campaign=d9c6242092-DTAC_Dialogue_2022_08_31_1601491&utm_medium=email&utm_term=0_ee1c4b138c-d9c6242092-167791969

Back to School Anxiety
https://childmind.org/article/back-school-anxiety/?utm_medium=email&utm_source=newsletter&utm_campaign=pub_ed_nl_2022-08-30&utm_content=back-school-anxiety

When Kids Refuse to Go to School
https://childmind.org/article/when-kids-refuse-to-go-to-school/?utm_medium=email&utm_source=newsletter&utm_campaign=pub_ed_nl_2022-08-30&utm_content=when-kids-refuse-to-go-to-school

The Top 5 Trends Impacting Learners Today
https://www.wiley.com/network/the-wiley-network-2/2022-2023-trends-report-the-top-5-trends-impacting-learners-today?utm_medium=email&utm_source=eloquaEmail&utm_campaign=40005&utm_content=Email1_WEPMULTI_PMULTI_CROSS_CROSS_NP_Labor-Day-Brights-Campaign_FY23_2208_WE4D8_Higher-Ed&elq_mid=64262&elq_cid=16547834

Positive family relationships in a digital age: Hearing the voice of young people
https://onlinelibrary.wiley.com/doi/10.1111/chso.12548

Can We Accurately Screen for Attention-Deficit/Hyperactivity Disorder? Moving to a Dimensional, Multistep Process to Support Youth Development
https://www.jaacap.org/article/S0890-8567(22)00109-5/fulltext

The impact of juvenile justice system involvement on the health and well being of communities of color
https://nap.nationalacademies.org/catalog/26623/the-impact-of-juvenile-justice-system-involvement-on-the-health-and-well-being-of-communities-of-color

Facts about mass shootings in schools
https://nij.ojp.gov/topics/articles/five-facts-about-mass-shootings-k-12-schools

Youth Voice in Community Schools
https://iel.org/wp-content/uploads/2022/08/IEL_YouthVoiceDoc_2022_8.31.22-FINAL-reduced3-1.pdf

Video Resources from Child Mind Institute https://childmind.org/video-resources/

NEW from our Center:
Student/Learning Supports: A Brief Guide for Moving in New Directions
http://smhp.psych.ucla.edu/pdfdocs/briefguide.pdf

## A Few Upcoming Webinars

For links to the following and for more webinars, go to the Center's Links to Upcoming/Archived Webcasts/Podcasts – http://smhp.psych.ucla.edu/webcast.htm

9/14 Partnering for wellness and recovery
9/14 How to build better education experiences
9/15 What will it take for schools to get better
9/19 The power of youth leadership
9/20 Determining McKinney-Vento Eligibility
9/21 Student mental health and the future of work
9/21 Legal and Ethical Considerations: Suicidal Risk & Informational Gathering
9/22 Handle with care:a network of communication between local law enforcement and schools
9/23 Team strategies to promote equity
9/27 Emotionally Connect, Partner, and Respond
9/28 Care Coordination: A Key Component of the Service Array for Youth & Families
9/28 Shared decision making
9/29 Strategies for year round hiring
10/4 Strengthening family coping
10/5 Supporting the Education of Unaccompanied Students Experiencing Homelessness
10/11 Teacher retention
10/20 Protecting our children in the digital age
10/20 Action planning for the adaptive leader
10/25 Basic Requirements of the McKinney-Vento Act

Can you define collaboration for me?   *Sure! Collaboration is an unnatural act between nonconsenting adults.*

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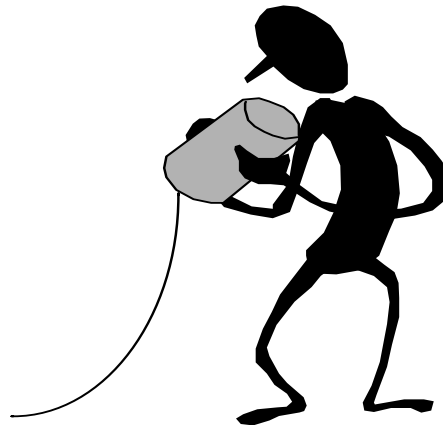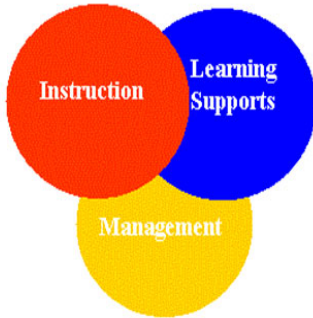
For information about the
National Initiative for Transforming Student and Learning Supports
go to http://smhp.psych.ucla.edu/newinitiative.html

Equity of opportunity is fundamental to enabling civil rights;
transforming student and learning supports is fundamental to
promoting whole child development, advancing social justice,
and enhancing learning and a positive school climate.

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Invitation to Listserv Participants:

**Everyone has a stake in the future of public education. This is a
critical time for action. Send this resource on to others. Think
about sharing with the growing number who are receiving it. AND
Let us know about what we should be including.**
Send to Ltaylor@ucla.edu

**THE MORE FOLKS SHARE, THE MORE USEFUL AND
INTERESTING THIS RESOURCE BECOMES!**

For new sign-ups – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.

**We post a broad range of issues and responses to the Net Exchange
on our website a**t http://smhp.psych.ucla.edu/newnetexchange.htm
and on Facebook (access from the Center's home page http://smhp.psych.ucla.edu/)