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After decades of reform, America's public schools continue to fail particular groups of students; the greatest opportunity gaps are faced by those whose achievement is hindered by complex stressors, including disability, trauma, poverty, and institutionalized racism. When students' needs overwhelm the neighborhood schools assigned to serve them, they are relegated to increasingly isolated educational environments. These placements negatively impact students by reinforcing patterns of institutionalization and persistent exclusion.

Unconditional Education (UE) offers an alternate approach that transforms schools into communities where all students can thrive. Within UE schools, student supports are deployed when and where they are needed. Realignment of the resources associated with serving high-needs youth allows students to remain in their natural communities while schools gain access to the academic, behavioral, and clinical expertise required to support them. Furthermore, UE reduces the need for more intensive and costly future remediation by pairing a holistic, multi-tiered system of supports with an intentional focus on overall culture and climate, and promotes systematic coordination and integration of funding and services by identifying gaps and eliminating redundancies to increase the efficient allocation of available resources. This book is an essential resource for mental health and educational stakeholders (i.e., school social workers, therapists, teachers, school administrators, and district-level leaders) who are interested in adopting an unconditional approach to supporting the students within their schools.

Robin Detterman, MEd, serves as the Seneca Family of Agencies' Executive Director of School Partnerships and oversees the implementation of Unconditional Education and other school support programs in district and charter schools across the state of California.

Jenny Ventura, MSW, is Director of Model Implementation and Assessment of Unconditional Education at the Seneca Family of Agencies.

Lihi Rosenthal, MEd, is the Seneca Family of Agencies' Executive Director of Education and the Acting Executive Director of Washington State Programs.

Ken Berrick is the founder and Chief Executive Officer of Seneca Family of Agencies. Mr. Berrick is also an elected member and President of the Alameda County Board of Education, and Past-President of the California County Boards of Education.