What is a system of learning supports?

a policy perspective

Framing a *Policy* Perspective
for Learning Supports

- **Defining a System of Learning Supports for Policy Purposes**

- **Moving from a Two- to a Three-Component Policy Framework for School Improvement**

- **The Learning Supports Component to Address Barriers Provides an Umbrella Concept for School Improvement Planning**

- **Brief Overview of What is Involved in Building the System**

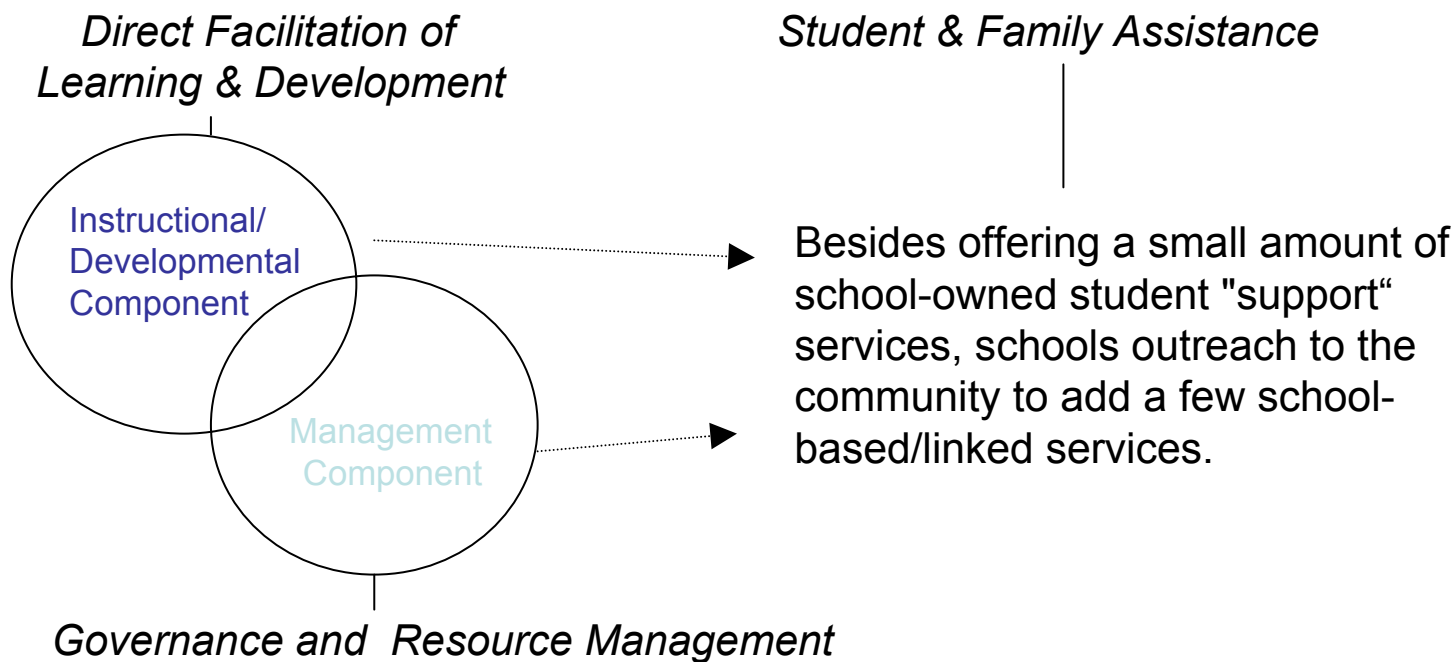# *Defining a System of Learning Support for Policy Purposes**

Learning supports are the resources, strategies, and practices that provide physical, social, emotional, and intellectual supports intended to enable all pupils to have an equal opportunity for success at school.

To accomplish this, a comprehensive, multifaceted, and cohesive learning support system should be integrated with instructional efforts and interventions provided in classrooms and schoolwide to address barriers to learning and teaching.
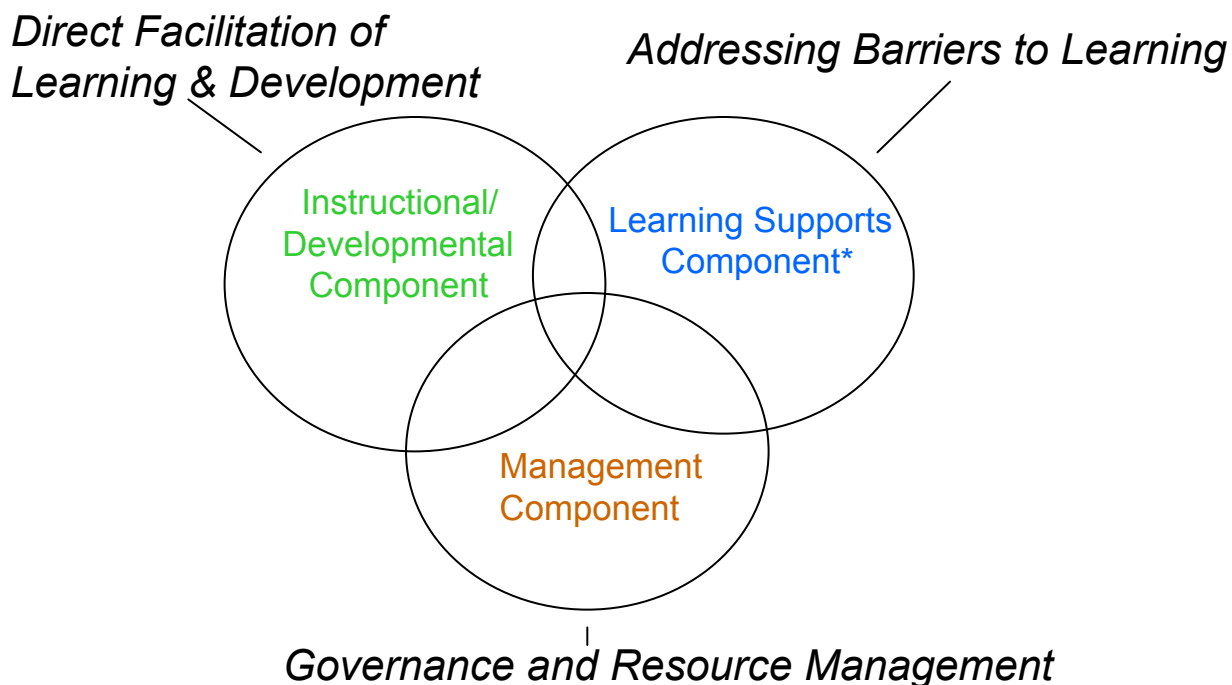
*From: Proposed legislation in California to establish a *Comprehensive Pupil Learning Support System*

Moving from a Two- to a Three-component Framework for School Improvement

Current State of Affairs

Direct Facilitation of
Learning & Development

Student & Family Assistance

Instructional/
Developmental
Component

Management
Component

Besides offering a small amount of school-owned student "support" services, schools outreach to the community to add a few school-based/linked services.

Governance and Resource Management

Moving toward a *Comprehensive* *System* of Learning Supports

Direct Facilitation of
Learning & Development

Addressing Barriers to Learning

Instructional/
Developmental
Component

Learning Supports
Component*

Management
Component

Governance and Resource Management

*The Learning Supports Component is designed to *enable* learning by addressing factors that interfere with learning and teaching. It is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.

The Learning Supports Component to Address Barriers Provides an Umbrella Concept for School Improvement Planning

Moving from a two- to a three-component policy framework for comprehensively addressing barriers to learning and teaching provides an umbrella concept for weaving together all student/learning supports.
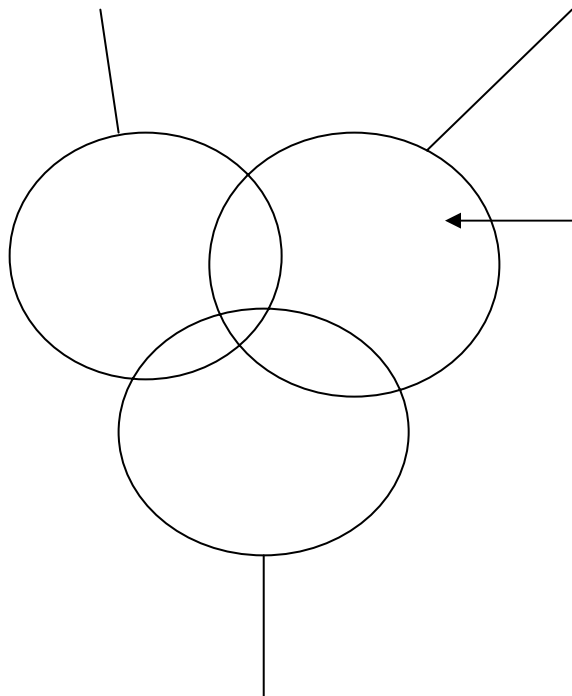
Such a policy framework allows for ending

➢ **Marginalization**

➢ **fragmentation**

➢ **wasteful redundancy**

➢ **counterproductive competition for spare resources**

Policy Umbrella for School Improvement Planning Related to Addressing Barriers to Learning

Direct Facilitation of Learning
(***Instructional Component)***

Addressing Barriers to Learning/Teaching
  (*Enabling or Learning Supports Component* –
   an umbrella for ending marginalization by unifying
   the many fragmented efforts and evolving a
   comprehensive approach**)**

Examples of Initiatives, programs and services

>positive behavioral supports
>programs for safe and drug free schools
>full service community schools & Family
   Resource Centers
>Safe Schools/Healthy Students
>School Based Health Center movement
>Coordinated School Health Program
>bi-lingual, cultural, and other diversity
   Programs
>re-engaging disengaged students
>compensatory education programs
>special education programs
>mandates stemming from the No Child
   Left Behind Act
>And many more activities by student
   support staff

Governance and Resource Management
(***Management Component)***

##################################

Discussing Ways to Enhance Policy

(1) How might a move to a 3 component approach to school improvement be incorporated into a school improvement plan?

(2) Given the problems discussed, how might agencies rethink their approach to working with schools?

##################################

Brief Overview

About Building a System of Learning Supports: Schools and Communities Working Together to Address Barriers to Learning & Improve Schools

Schools and communities increasingly are being called on to meet the needs of all youngsters – including those experiencing behavior, learning, and emotional problems. The challenge for us all is to collaborate and maximize resources to strengthen young people, their families, and neighborhoods. Currently, the situation is one where there is a considerable amount of promising activity, but it is implemented in fragmented and often highly competitive ways. Of even greater import is the fact that most of this activity is *marginalized in policy and practice, especially at school sites.*

The need is to enhance policy and practice based on a *unifying framework that is comprehensive, multifaceted, and integrated.*

For schools and communities, this means developing, over time, a full continuum of systemic interventions (not just integrated, school-linked services) that encompass

➢ *systems for promoting healthy development and preventing problems*

➢ *systems for responding to problems as soon after onset as is feasible*

➢ *systems for providing intensive care*

At schools, and for school complexes and their neighborhoods, the need is to develop, over time, clusters of programmatic activity that address barriers to learning and enhance healthy development at all levels of the continuum. Based on analyses of school and community activity, such activity can be grouped into six basic content arenas designed to enable every school to:

- ✓ enhance classroom-based efforts to
   enable learning

- ✓ provide support for transitions

- ✓ provide prescribed student and family assistance

- ✓ increase home involvement in schooling

- ✓ respond to and prevent crises

- ✓ outreach to increase community involvement & support

Building all this requires fully integrating the above learning support frameworks into policy and practice for school improvement.

It also requires rethinking infrastructure at all levels. Financing all this requires
  (a) weaving together school-owned resources and
  (b) enhancing programs by integrating school and community resources (including increasing access to community programs and services by integrating as many as feasible to fill gaps in programs and services).

The end product will be a fundamental transformation of how the community and its schools address barriers to learning and enhance healthy development, and this should result in better achievement for all, a closing of the achievement gap, and schools being viewed as key hubs in their neighborhood.

What is a system of learning supports?
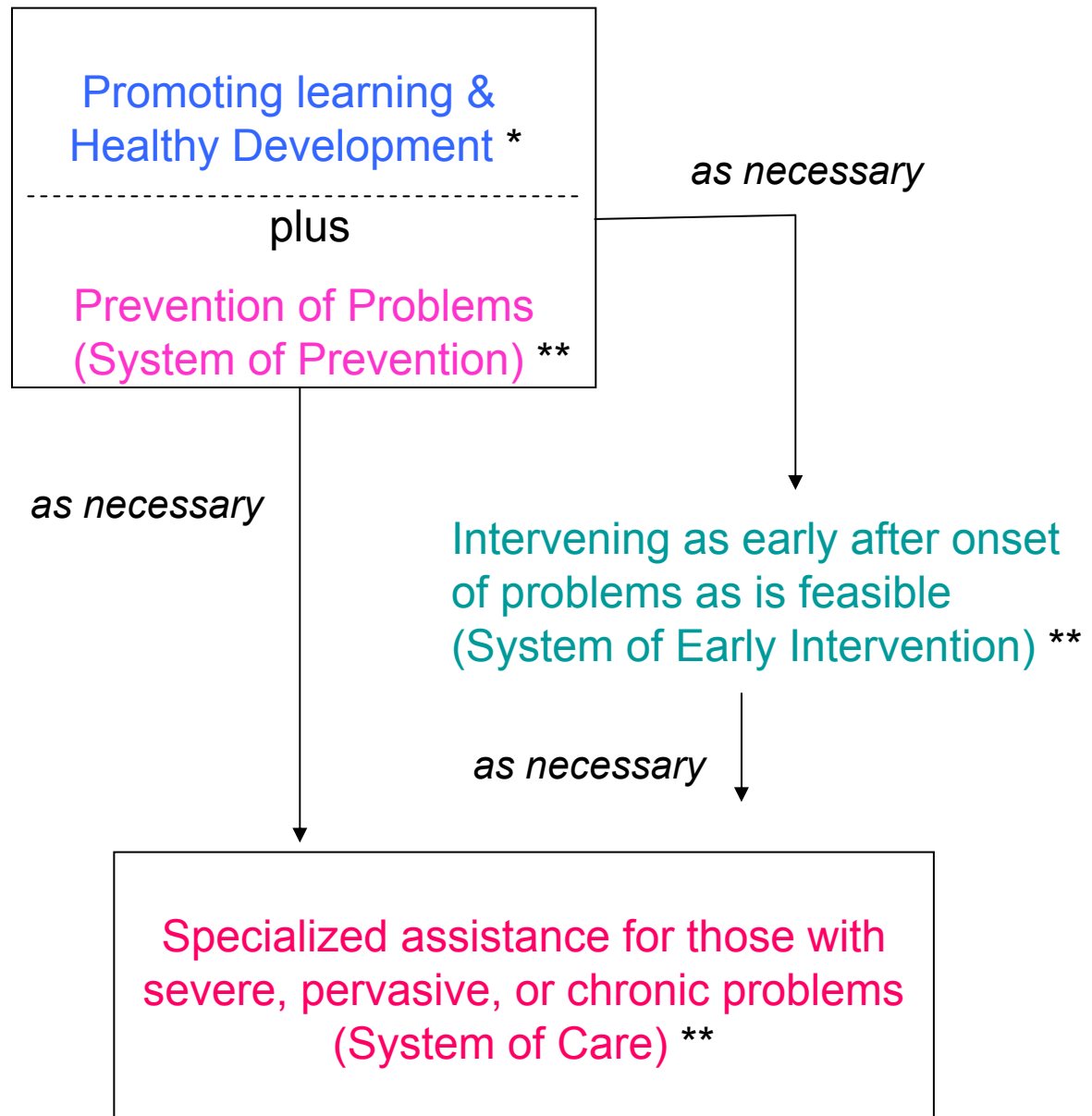
an intervention perspective

School systems are not responsible for meeting every need of their students.

But . . .

when the need directly affects learning, the school must meet the challenge.

Carnegie Task Force on Education

Meeting the Needs of All Students Requires Promotion of
Assets, Prevention of Problems, & Addressing Problems
in Keeping with the Principle of Least Intervention Needed

Promoting learning &
Healthy Development *
- -
plus

Prevention of Problems
(System of Prevention) **

as necessary

as necessary

Intervening as early after onset
of problems as is feasible
(System of Early Intervention) **

as necessary

Specialized assistance for those with
severe, pervasive, or chronic problems
(System of Care) **

*Interventions to directly facilitate development and learning.

**Interventions that combine to establish a full continuum
for addressing barriers to learning and development.

##

In 2002, the Council of Chief State School Officers has adopted the following as the organization's new mission statement:

CCSSO, through leadership, advocacy, and service, assists chief state school officers and their organizations in

achieving the vision of an American education system that enables all children to succeed in school, work, and life.
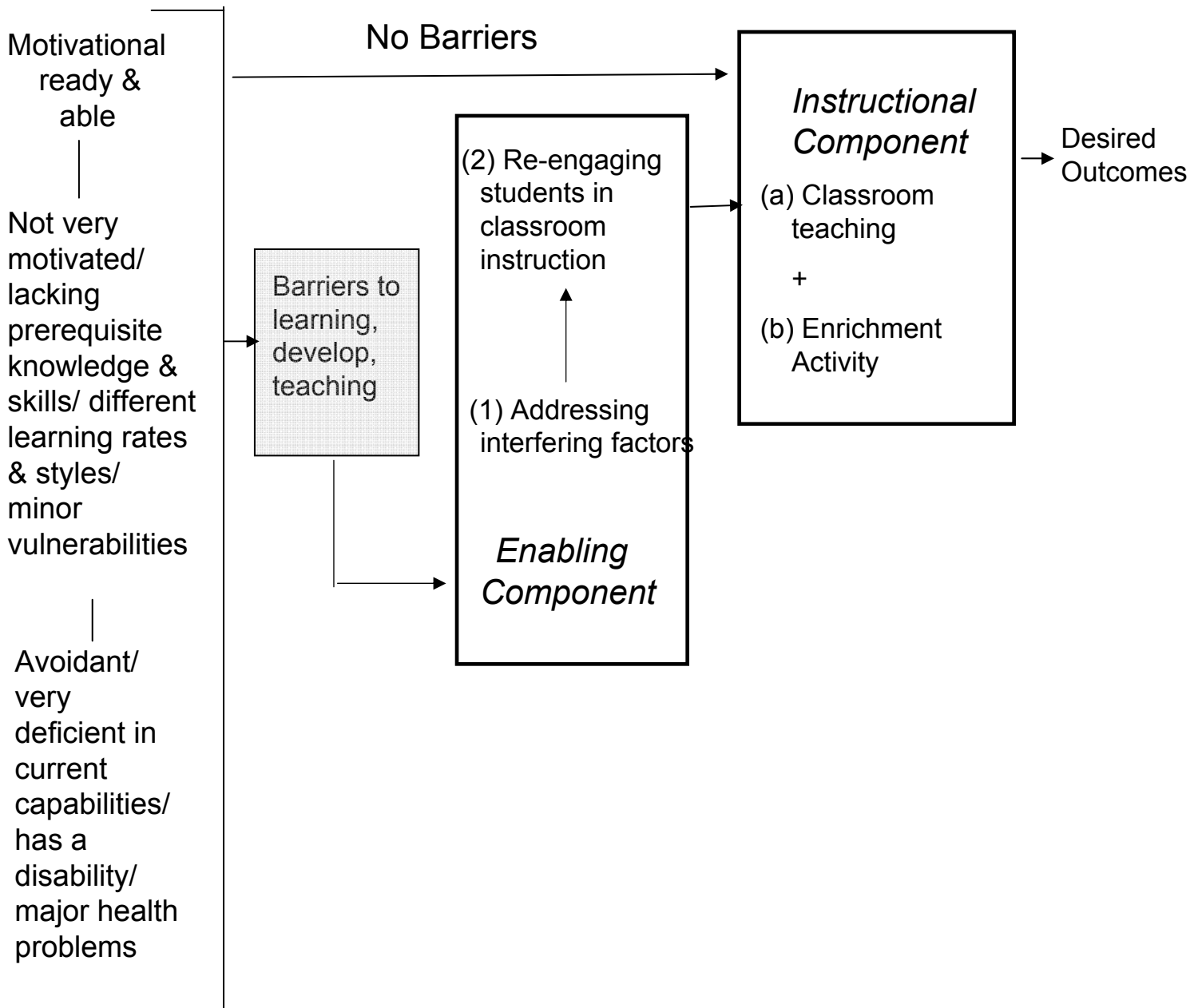
##

To ensure *all* students have an equal opportunity to succeed at school, a system of learning supports (an enabling component) must:

(1) address interfering factors

(2) re-engage students who have become disengaged from classroom instruction.

Range of Learners
(categorized in terms of their
response to academic
instruction at any given point
in time)

Motivational
ready &
able

No Barriers →

Not very
motivated/
lacking
prerequisite
knowledge &
skills/ different
learning rates
& styles/
minor
vulnerabilities

Barriers to
learning,
develop,
teaching

Avoidant/
very
deficient in
current
capabilities/
has a
disability/
major health
problems

(2) Re-engaging
students in
classroom
instruction

(1) Addressing
interfering factors

*Enabling
Component*

*Instructional
Component*

(a) Classroom
teaching

+

(b) Enrichment
Activity

Desired
Outcomes →

**Addressing barriers and re-engaging students in classroom
instruction requires a Learning Supports Component at a school
site that is developed as a comprehensive system of learning
supports.**

Toward a *Unifying Intervention Framework* for a *Comprehensive System of Learning Supports*

(1) An essential continuum of interventions conceived as three levels of interconnected systems:

- *systems for promoting healthy development and preventing problems*

- *systems for responding to problems as soon after onset as is feasible*

- *systems for providing intensive care*

(2) Basic arenas for school intervention are categorized into major clusters based on content focus. For a learning supports component, the arenas are conceived as enabling a school to:

>enhance classroom-based efforts to enable learning

>provide support for transitions

>provide prescribed student and family assistance

>increase home involvement in schooling

>respond to and prevent crises

>outreach to increase community involvement & support

(3) The combined continuum and the content areas provide the framework for a comprehensive, multifaceted, and cohesive system of learning supports

A Continuum of Interconnected Systems
for Meeting the Needs of All Students:
One key Facet of a Learning Supports Component*

***School* Resources**
(facilities, stakeholders,
programs, services)

Examples:

- C General health education
- C Social and emotional
  learning programs
- C Recreation programs
- C Enrichment programs
- C Support for transitions
- C Conflict resolution
- C Home involvement
- C Drug and alcohol education

- C Drug counseling
- C Pregnancy prevention
- C Violence prevention
- C Gang intervention
- C Dropout prevention
- C Suicide prevention
- C Learning/behavior
  accommodations &
  response to intervention
- C Work programs

- C Special education for
  learning disabilities,
  emotional disturbance,
  and other health
  impairments
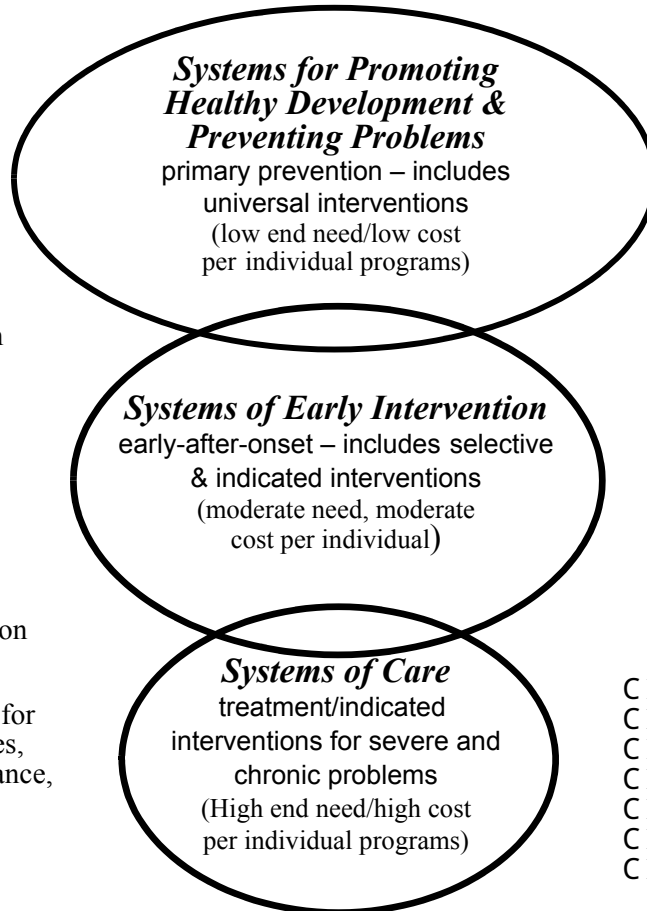
***Community* Resources**
(facilities, stakeholders,
programs, services)

Examples:

- C Recreation & Enrichment
- C Public health &
  safety programs
- C Prenatal care
- C Home visiting programs
- C Immunizations
- C Child abuse education
- C Internships & community
  service programs
- C Economic development

- C Early identification to treat
  health problems
- C Monitoring health problems
- C Short-term counseling
- C Foster placement/group homes
- C Family support
- C Shelter, food, clothing
- C Job programs

- C Emergency/crisis treatment
- C Family preservation
- C Long-term therapy
- C Probation/incarceration
- C Disabilities programs
- C Hospitalization
- C Drug treatment

Systems for Promoting Healthy Development & Preventing Problems
primary prevention – includes
universal interventions
(low end need/low cost
per individual programs)

Systems of Early Intervention
early-after-onset – includes selective
& indicated interventions
(moderate need, moderate
cost per individual)

Systems of Care
treatment/indicated
interventions for severe and
chronic problems
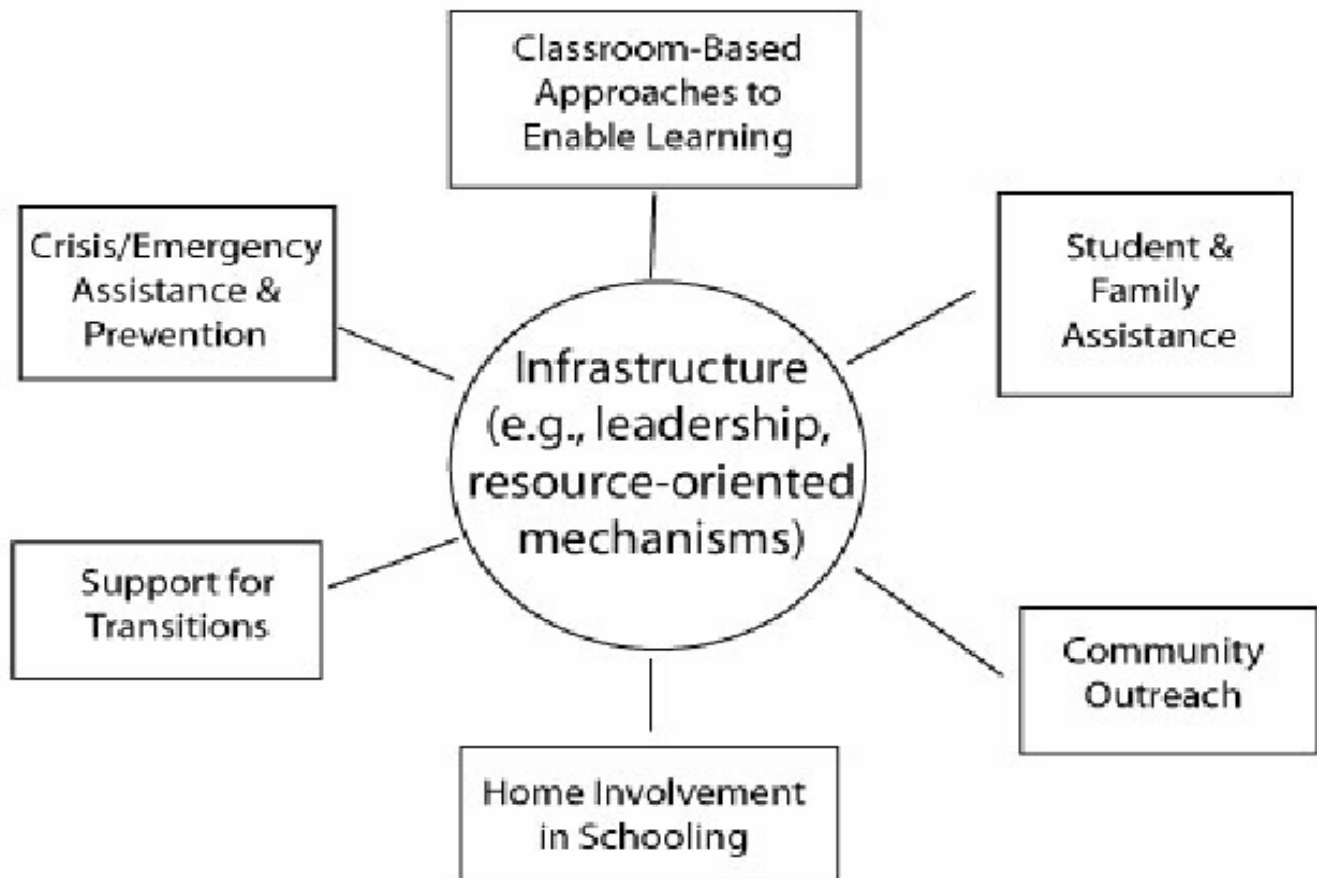(High end need/high cost
per individual programs)

Systemic collaboration is essential to establish interprogram connections on a daily basis and over time to ensure seamless intervention within each system and among *systems for promoting healthy development and preventing problems, systems* of *early intervention*, and *systems of care*.

Such collaboration involves horizontal and vertical restructuring of programs and services
  (a) within jurisdictions, school districts, and community agencies (e.g., among departments, divisions, units, schools, clusters of schools)
  (b) between jurisdictions, school and community agencies, public and private sectors; among schools; among community agencies

*Various venues, concepts, and initiatives permeate this continuum of intervention *systems.* For example, venues such as day care and preschools, concepts such as social and emotional learning and development, and initiatives such as positive behavior support, response to intervention, and coordinated school health. Also, a considerable variety of staff are involved. Finally, *note that this illustration of an essential continuum of intervention systems differs in significant ways from the three tier pyramid that is widely referred to in discussing universal, selective, and indicated interventions.*

Categories of *Basic Content Arenas* for Learning Supports Intervention

Classroom-Based Approaches to Enable Learning

Crisis/Emergency Assistance & Prevention

Student & Family Assistance

Infrastructure (e.g., leadership, resource-oriented mechanisms)

Support for Transitions

Community Outreach

Home Involvement in Schooling

Note: An enhanced school climate (culture/sense of community) is an emergent quality resulting from a well-designed and implemented learning supports component.

Adapted from Adelman, H.S. & Taylor, L. (1994). On understanding intervention in psychology and education. Westport, CT: Praeger.

Note: *All categorical programs can be integrated into these six content arenas.* Examples of initiatives, programs, and services that can be unified into a system of learning supports include positive behavioral supports, programs for safe and drug free schools, programs for social and emotional development and learning, full service community schools and family resource and school based health centers, Safe Schools/Healthy Students projects, CDC's Coordinated School Health Program, bi-lingual, cultural, and other diversity programs, compensatory education programs, special education programs, mandates stemming from the No Child Left Behind Act, and many more.

###############

Major Examples of Activity in Each of the Six Basic Content Arenas

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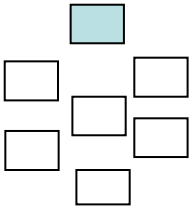
Classroom-Focused Enabling & Re-engaging Students in Classroom Learning

*Classroom based efforts to enable learning
- ➢ Prevent problems; intervene as soon as problems are noted
- ➢ Enhance intrinsic motivation for learning
- ➢ Re-engage students who have become disengaged from classroom learning

- *Opening the classroom door to bring available supports in*
  - ➢ Peer tutors, volunteers, aids (trained to work with students-in-need)
  - ➢ Resource teachers and student support staff

- *Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals*
  - ➢ Personalized instruction; special assistance as necessary
  - ➢ Developing small group and independent learning options
  - ➢ Reducing negative interactions and over-reliance on social control
  - ➢ Expanding the range of curricular and instructional options and choices
  - ➢ Systematic use of peripheral interventions

- *Enhancing and personalizing professional development*
  - ➢ Creating a Learning Community for teachers
  - ➢ Ensuring opportunities to learn through co-teaching, team teaching, mentoring
  - ➢ Teaching intrinsic motivation concepts and their application to schooling

- *Curricular enrichment and adjunct programs*
  - ➢ Varied enrichment activities that are not tied to reinforcement schedules
  - ➢ Visiting scholars from the community

- *Classroom and school-wide approaches used to create and maintain a caring and supportive climate*
  - ➢ Emphasis is on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings
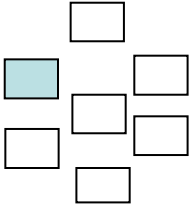
Crisis Assistance and Prevention

*School-wide and classroom-based efforts for
- ➤ responding to crises
- ➤ minimizing the impact of crises
- ➤ preventing crises

- *Ensuring immediate assistance in emergencies so students can resume learning*

- *Providing Follow up care as necessary*
  - ➤ Brief and longer-term monitoring

- *Forming a school-focused Crisis Team to formulate a response plan and take leadership for developing prevention programs*

- *Mobilizing staff, students, and families to anticipate response plans and recovery efforts*

- *Creating a caring and safe learning environment*
  - ➤ Developing systems to promote healthy development and prevent problems
  - ➤ Bullying and harassment abatement programs

- *Working with neighborhood schools and community to integrate planning for response and prevention*

- *Staff/stakeholder development focusing on the role and responsibility of all in promoting a caring and safe environment*
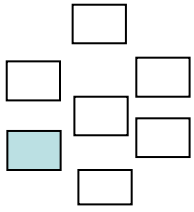
Support for Transitions

*School-wide and classroom-based efforts to
  - ➢ enhance acceptance and successful transitions
  - ➢ prevent transition problems
  - ➢ use transition periods to reduce alienation
  - ➢ use transition periods to increase positive attitudes/motivation toward school and learning

- *Welcoming & social support programs for newcomers*
  - ➢ Welcoming signs, materials, and initial receptions
  - ➢ Peer buddy programs for students, families, staff, volunteers

- *Daily transition programs for*
 - ➢Before school, breaks, lunch, afterschool

- *Articulation programs*
  - ➢ Grade to grade (new classrooms, new teachers)
  - ➢ Elementary to Middle School; Middle to High School
  - ➢ In and out of special education programs

- *Summer or intersession programs*
  - ➢ Catch-up, recreation, and enrichment programs

- *School-to-career/higher education*
  - ➢ Counseling, pathway, and mentor programs

- *Broad involvement of stakeholders in planning for transitions*
  - ➢ Students, staff, home, police, faith groups, recreation, business, higher education.

- *Staff/stakeholder development for planning transition programs/activities*
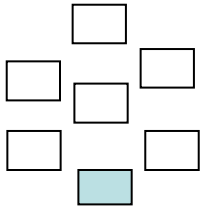
Home Involvement in Schooling

*School-wide & classroom-based efforts to engage the home in
- ➢ strengthening the home situation
- ➢ enhancing problem solving capabilities
- ➢ supporting student development and learning
- ➢ strengthening school and community

- *Addressing specific support and learning needs of family*
  - ➢ Support services for those in the home to assist in addressing basic survival needs and obligations to the children
 - ➢ Adult education classes to enhance literacy, job skills, English-as-a-second language, citizenship preparation

- *Improving mechanisms for communication & connecting school and home*
  - ➢ Opportunities at school for family networking and mutual support, learning, recreation, enrichment, and for family members to receive special assistance and to volunteer to help
  - ➢ Phone calls from teacher and other staff with good news
  - ➢ Frequent and balanced conferences (student-led when feasible)
  - ➢ Outreach to attract hard-to-reach families (including student dropouts)

- *Involving homes in student decision making*
  - ➢ Families prepared for involvement in program planning and problem solving

- *Enhancing home support for learning and development*
  - ➢ Family Literacy, Family Homework Projects, Family Field Trips

- *Recruiting families to strengthen school and community*
  - ➢ Volunteers to welcome and support new families and help in various capacities
  - ➢ Families prepared for involvement in school governance

- *Staff/stakeholder development to broaden awareness of and plan programs to enhance opportunities for home involvement*
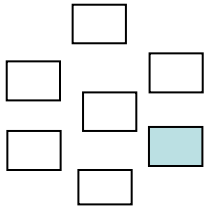
Community Outreach for Involvement and Support (including Volunteers)

*Building linkages and collaborations to strengthen students, schools, families, and neighborhoods

- ***Planning and Implementing Outreach to Recruit a Wide Range of Community Resources***
  - ➤ Community resources such as public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional orgs.; service, volunteer, and faith-based organizations
  - ➤ Community policy and decision makers

- ***Systems to Recruit, Screen, Prepare, and Maintain Community Resource Involvement***
  - ➤ mechanisms to orient and welcome
  - ➤ mechanisms to enhance the volunteer pool,
  - ➤ mechanisms to maintain current involvements; enhance sense of comm.

- ***Reaching out to Students and Families Who Don't Come to School Regularly – Including Truants and Dropouts***

- ***Connecting School and Community Efforts to Promote Child and Youth Development and a Sense of Community***

- ***Capacity Building to Enhance Community Involvement & Support***
  - ➤ policies/mechanisms to enhance & sustain school-community involvement
  - ➤ staff/stakeholder development on the value of community involvement
  - ➤ "social marketing"
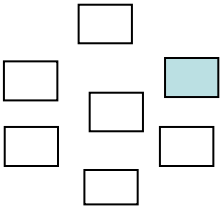
Student and Family Assistance

*Specialized assistance provided through personalized health and social service programs

- *Providing support as soon as a need is recognized and doing so in the least disruptive ways*
  - ➤ Peripheral interventions in classrooms
  - ➤Problem solving conferences with parents
  - ➤ Open access to school, district, and community support programs

- *Referral interventions for students & families with problems*
  - ➤ Screening, referrals, and follow-up – school-based, school-linked

- *Enhancing access to direct interventions for health, mental health, and economic assistance*
  - ➤ School-based, school-linked, and community-based programs

- *Follow-up assessment to check whether referrals and services are adequate and effective*

- *Mechanisms for resource coordination to avoid duplication of and fill gaps in services and enhance effectiveness*
  - ➤ School-based and linked, feeder family of schools, community-based programs

- *Enhancing stakeholder awareness of programs and services*

- *Involving community providers to fill gaps and augment school resources*

- *Staff/stakeholder development to enhance effectiveness of student and family assistance systems, programs, and services*

Combined Continuum and Content Arenas Provides the Framework for a Comprehensive System of Learning Supports (an Enabling Component*)

Levels of Intervention

Content Arenas	Systems for Promoting Healthy Development & Preventing Problems	Systems for Early Intervention (Early after problem onset	Systems of Care
Classroom-Focused Enabling			
Crisis/ Emergency Assistance & Prevention			
Support for transitions			
Home Involvement in Schooling			
Community Outreach/ Volunteers			
Student and Family Assistance			

Accommodations for differences & disabilities

Specialized assistance & other intensified interventions (e.g., Special Education & School-Based Behavioral Health)

*Note: Various venues, concepts, and initiatives will fit into several cells of the matrix. Examples include venues such as day care centers, preschools, family centers, and school-based health centers, concepts such as social and emotional learning and development, and initiatives such as positive behavior support, response to interventions, and the coordinated school health program. Most of the work of the considerable variety of personnel who provide student supports also fits into one or more cells.

System of Learning Supports is Designed to Produce a Declining Proportion of Students Needing Special Assistance
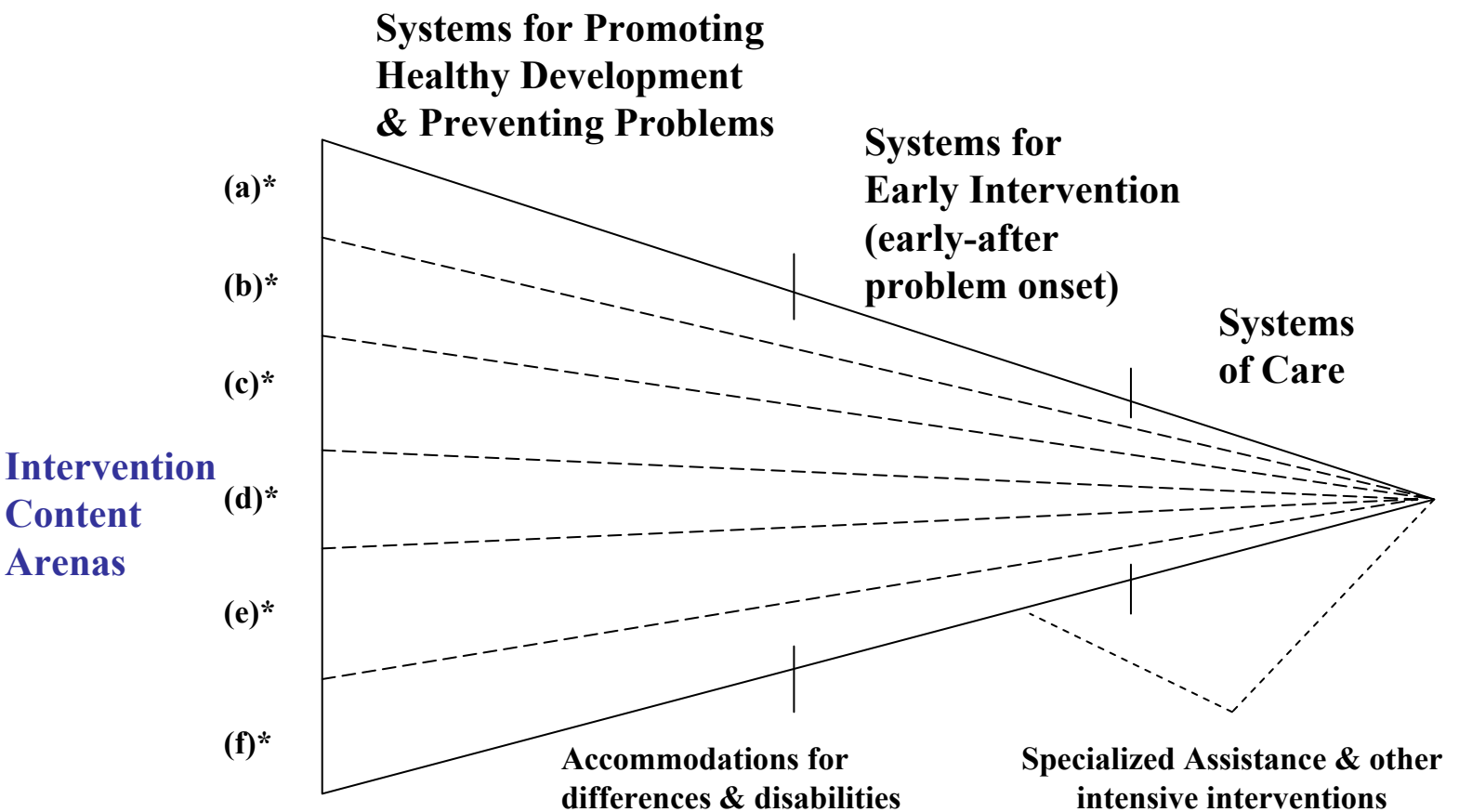
Levels of Intervention

Systems for Promoting Healthy Development & Preventing Problems

Systems for Early Intervention (early-after problem onset)

Systems of Care

Intervention Content Arenas

(a)*

(b)*

(c)*

(d)*

(e)*

(f)*

Accommodations for differences & disabilities

Specialized Assistance & other intensive interventions

(a) = Classroom-focused enabling
(b) = Support for transitions
(c) = Home involvement in schooling
(d) = Community outreach/volunteers
(e) = Crisis/ emergency assistance and prevention
(f) = Student and family assistance

################################

Looking at the schools you know –

*How close are they to having a
comprehensive system
of learning supports?*

**To answer this, see the tool
for mapping & analyzing
Learning Supports** –

Online at

http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf

################################

In sum:

Key to effectively rebuilding student supports into a Comprehensive System of Learning Supports is *ending the policy marginalization* of efforts to address barriers to learning and teaching and *fully integrating the system into the school improvement* agenda at every school.

In rebuilding the intervention facets of such a system, the focus, of course, is on minimizing fragmentation, wasteful redundancy, and counterproductive competition. To do this involves:

- Using an *umbrella framework* in developing a Comprehensive System of Learning Supports (an Enabling Component to address barriers to learning and teaching (e.g., all three levels and six content arenas)

- *Redeploying existing resources and braiding* (rather than blending) funds from:
  ➤ general funds
  ➤ compensatory education
  ➤ safe and drug free school and community initiatives
  ➤ special education
  ➤ public and private community resources (e.g., agencies, businesses, grants, donations, volunteers and other forms of human and social capital)

- *Realigning* support staff *roles and functions* and ensuring appropriate *capacity building*

- Ensuring *schools are key environments* in their community

The next facet in the rebuilding process involves reworking *infrastructure*.

What is a system of learning supports?

an infrastructure perspective

###

Developing a Comprehensive System of Learning Supports (an Enabling Component) involves reworking the organizational and operational infrastructure for

> **schools**

> **feeder patterns**

> **districts (and departments of education)**

> **school-community collaboratives**

In reworking infrastructure, it is essential to remember

Structure

Follows

Function!

###

Overview of Infrastructure Arenas of Concern, Levels of Focus, and Types of Mechanisms

Infrastructure Arenas

	Systemic Change	Capacity Building	Daily Implementation
School site & neighborhood resources			
School complexes & wider-community resources			
Districts & wider-community resources			
Area educational agencies & wider-community resources			
State educational agency & state resources			

Level of Focus

Types of Mechanisms

Administrative Leadership

Staff Leadership

Staff Workgroups

###
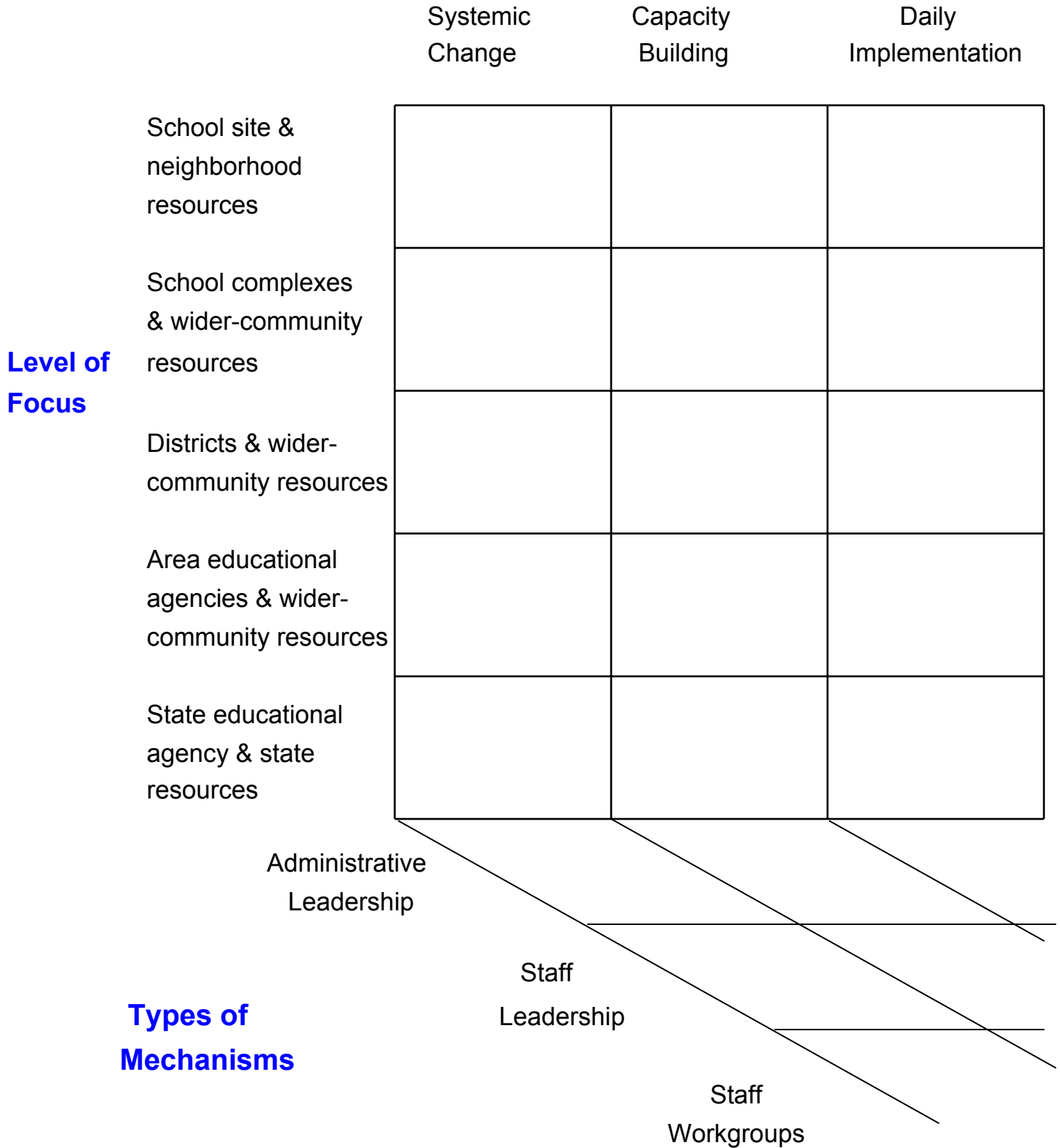
Looking at the schools you know –

*What Does the Operational Infrastructure
Look Like?*

In thinking about this, see the tool entitled:

**"Infrastructure: Is What We Have
What We Need?"**

Online at
http://smhp.psych.ucla.edu/summit2002/tool%20infrastructure.pdf

###

Key Mechanisms

- Administrative Leader
  (e.g., 50% FTE devoted to component)

- Staff Lead for Component

- Staff Workgroups

What the student support infrastructure
looks like at most schools

**Instructional
Component**

Leadership
for instruction

*School
Improvement
Team*

(*Various teams and
work groups focused on
improving instruction*)

*Case-
Oriented
Mechanisms*

moderate
problems

severe
problems

**Management/Governance
Component**

Management/
Governance
Administrators

(*Various teams and work* groups
focused on *Management and
governance*)
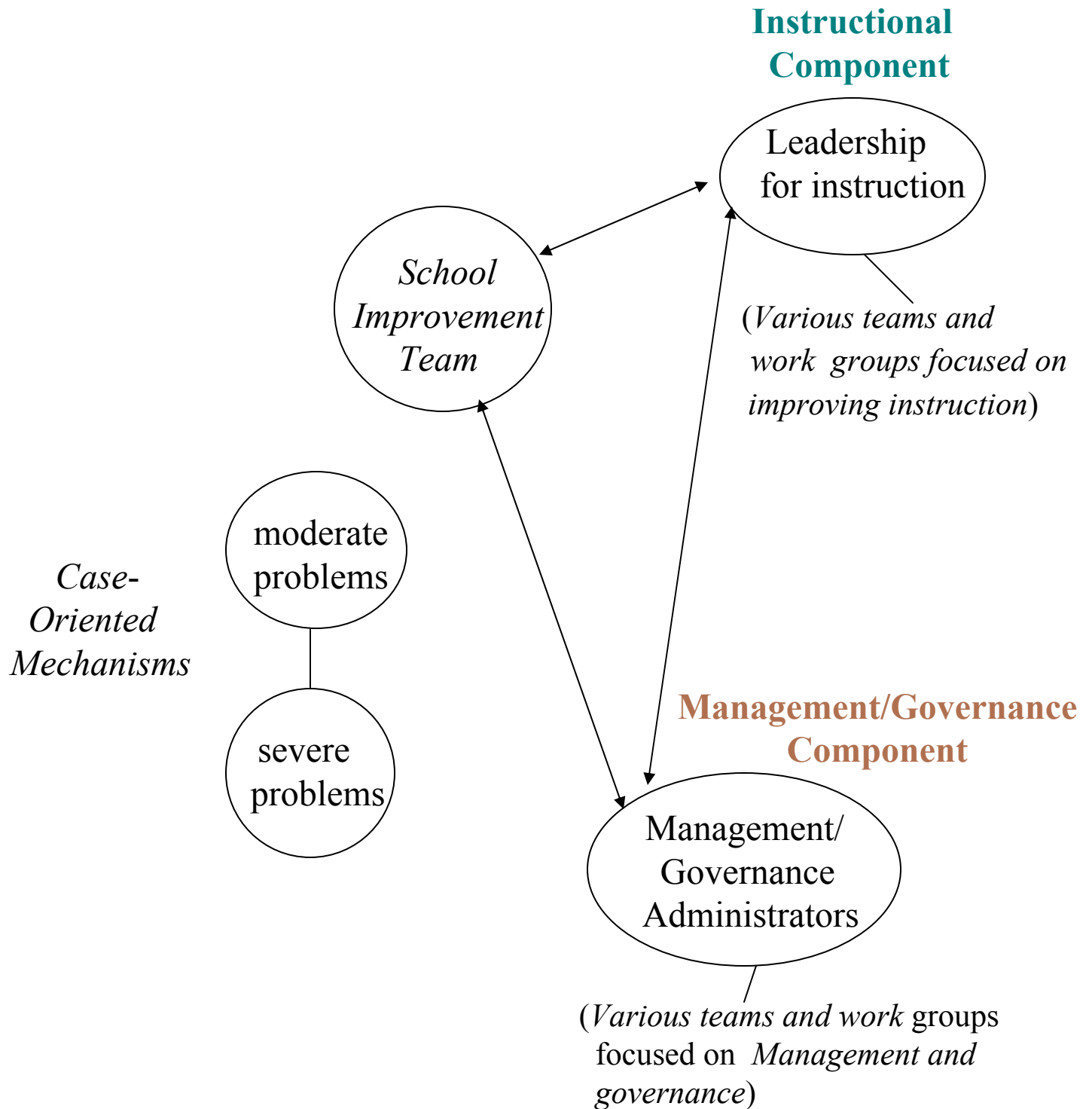
Example of an integrated infrastructure at the school level

Learning Supports or Enabling Component

Instructional Component

Leadership for Learning Supports/ Enabling Component*

Leadership for instruction

School Improvement Team

(*Various teams and work groups focused on improving instruction*)

Management/ Governance Administrators

Management/ Governance Component

(*Various teams and work groups focused on management and governance*)

moderate problems

Case- Oriented Mechanisms

*Learning Supports Resource Team***

Resource- Oriented Mechanisms

severe problems

Ad hoc and standing *work groups***

Notes for example of integrated infrastructure

*Learning Supports or Enabling Component Leadership consists of an administrator and other advocates/champions with responsibility and accountability for ensuring the vision for the component is not lost. The administrator meets with and provides regular input to the Learning Supports Resource Team.

**A Learning Supports Resource Team ensures component cohesion, integrated implementation, and ongoing development. It meets weekly to guide and monitor daily implementation and development of all programs, services, initiatives, and systems at a school that are concerned with providing learning supports and specialized assistance.

***Ad hoc and standing work groups – Initially, these are the various "teams" that already exist related to various initiatives and programs (e.g., a crisis team) and for processing "cases" (e.g., a student assistance team, an IEP team). Where redundancy exists, work groups can be combined. Others are formed as needed by the Learning Supports Resource Team to address specific concerns. Thesegroups are essential for accomplishing the many tasks associated with such a team's functions.

For more on this, see

>http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf

>http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidk.pdf

Who's at a School?

Often, schools have not generated a "map" of the staff who are trying to address barriers to student learning.

(1) Adapt the following form to fit a specific school and ten fill it out.

(2) Share the final version with teachers, parents, and other concerned stakeholders.

The staff listed all are potentially

invaluable members of a school's

Learning Support Resource Team

Learning Supports Staff at a School*

In a sense, each staff member is a special resource for each other. A few individuals are highlighted here to underscore some special functions.

Administrative Leader for Learning Supports
_____

School Psychologist _____
times at the school _____

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse _____
times at the school_____
- Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor
_____
times at the school _____

- Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

Social Worker _____
times at the school _____

- Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors   times at the school
_____   _____
_____   _____

- General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordinator
_____
times at the school _____

- Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators
_____
_____

- Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers
_____
_____
_____
times at the school _____

- Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

School-based Crisis Team (list by name/title)
_____/_____
_____/_____
_____/_____
_____/_____
_____/_____

School Improvement Program Planners
_____/_____
_____/_____
_____/_____

Community Resources

- Providing school-linked or school-based interventions and resources

Who	What they do	When
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

*Examples of job descriptions for a learning support component's leadership at a school site are online at   http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidd.pdf

Needed: a School-Based
Resource-Oriented Mechanism
(e.g., a Learning Support Resource Team)

What are it's functions?
- aggregating data across students & from teachers to analyze school needs
- mapping resources
- analyzing resources
- enhancing resources
- program and system planning/development
- redeploying resources
- coordinating and integratingresources
- social "marketing"

If it is a team, how many are on it?

From 2 -- to as many as are willing and able.

Another team?

Not necessarily – but definitely a different agenda and time to do it.

Who's on it? (depends on what's feasible)
> the administrative leader for a learning supports component
> School staff
(e.g., counselors, psychologists, social workers, nurses, attendance and dropout counselors, special education staff, health educators, bilingual program coordinators, teachers)
> 1-2 parents
> 1-2 older students
> Representatives of any community resources/agencies who are working closely with the school

Infrastructure Connections
- The administrator on the team represents the team at administrator meetings
- One member must be an official representative on the school's governance body
- One member represents the team on the Complex's Learning Support Resource Council

See one page handout on *What is a Learning Supports Resource Team?* online at
http://smhp.psych.ucla.edu/pdfdocs/resource coord team.pdf

A Learning Support Resource Team?????
"*We already have a team*" – But is it **Resource**-oriented

What you probably have is	What you also need is a
a Case-Oriented Team	**a Resource-Oriented Team**

What you probably have is
a Case-Oriented Team

(Focused on specific *individuals* and discrete *services*)

Sometimes called:
- C Child/Student Study Team
- C Student Success Team
- C Student Assistance Team
- C Teacher Assistance Team
- C IEP Team

EXAMPLES OF *FUNCTIONS:*
>*triage*
>*referral*
>*case monitoring/*
   management
   >*case progress review*
>*case reassessment*

What you also need is a
a Resource-Oriented Team

(Focused on **all** students and the **resources, programs, and systems** to address barriers to learning & promote healthy development)

Possibly called:
- C Resource Coordinating Team
- C Resource Coordinating Council
- C School Support Resource Team
- C Learning Support Resource Team

EXAMPLES OF *FUNCTIONS:*
>*aggregating data across students &*
   from teachers to analyze school needs
>*mapping resources*
>*analyzing resources*
>*enhancing resources*
>*program and system planning/*
   development – including emphasis on
   establishing a full continuum of
   intervention
>*redeploying resources*
>*coordinating-integrating resources*
>*social "marketing"*

Leadership Beyond the School
for Enhancing a
System of Learning Supports

For a family of schools (e.g., feeder pattern)

- 1-2 representatives from each School-Based Resource Team

- Facilitator for a Multi-site Resource Council

At the District Level

- 1-2 representatives from each Complex Resource Council

- High Level District Administrator

- School Board Subcommittee Chair
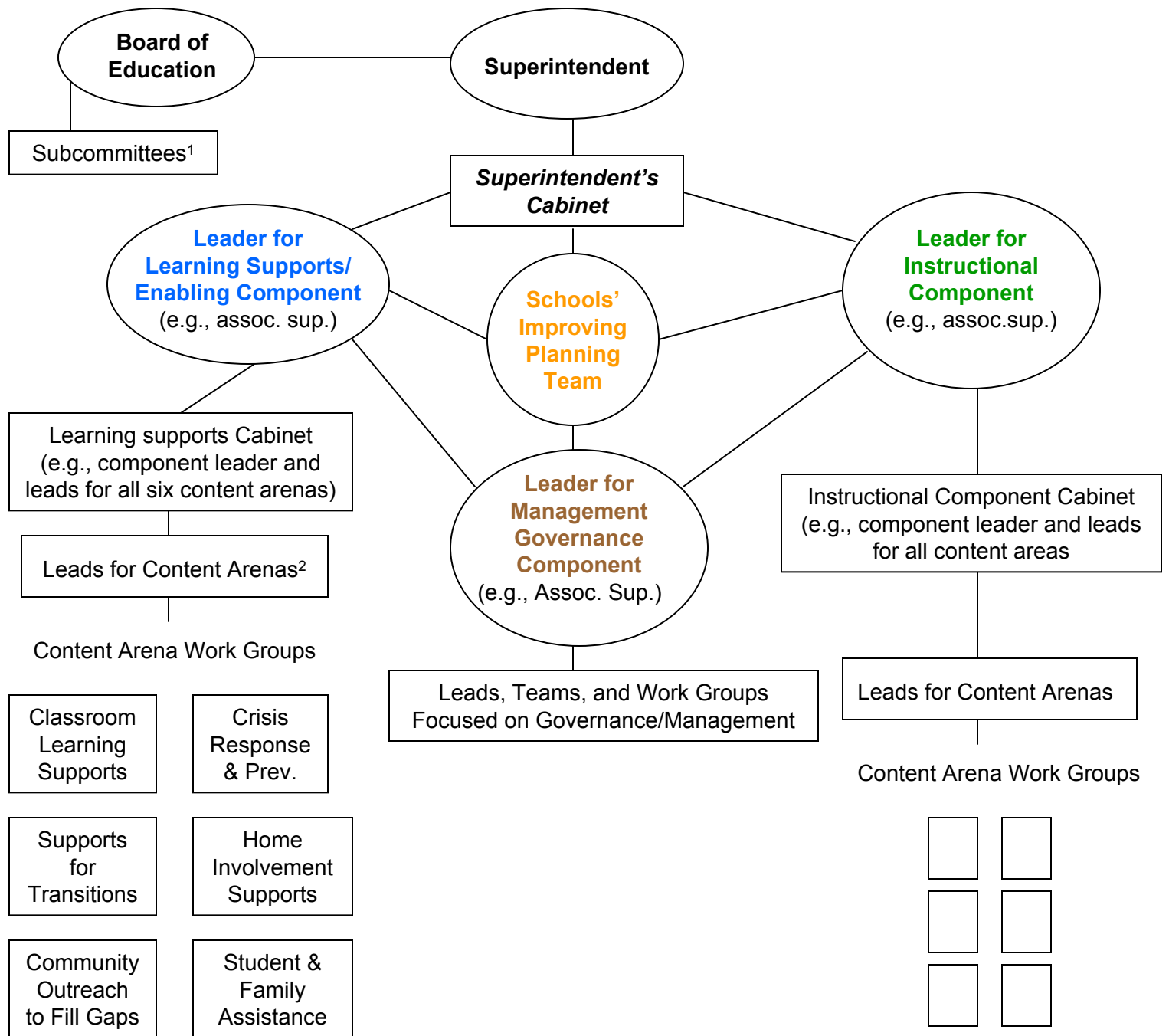
(Comparable leadership at county, state, and federal levels)

Enhancing a system of learning supports by connecting resources across

> **> *a family of schools***

> **> *a district***

> **> *community-wide***
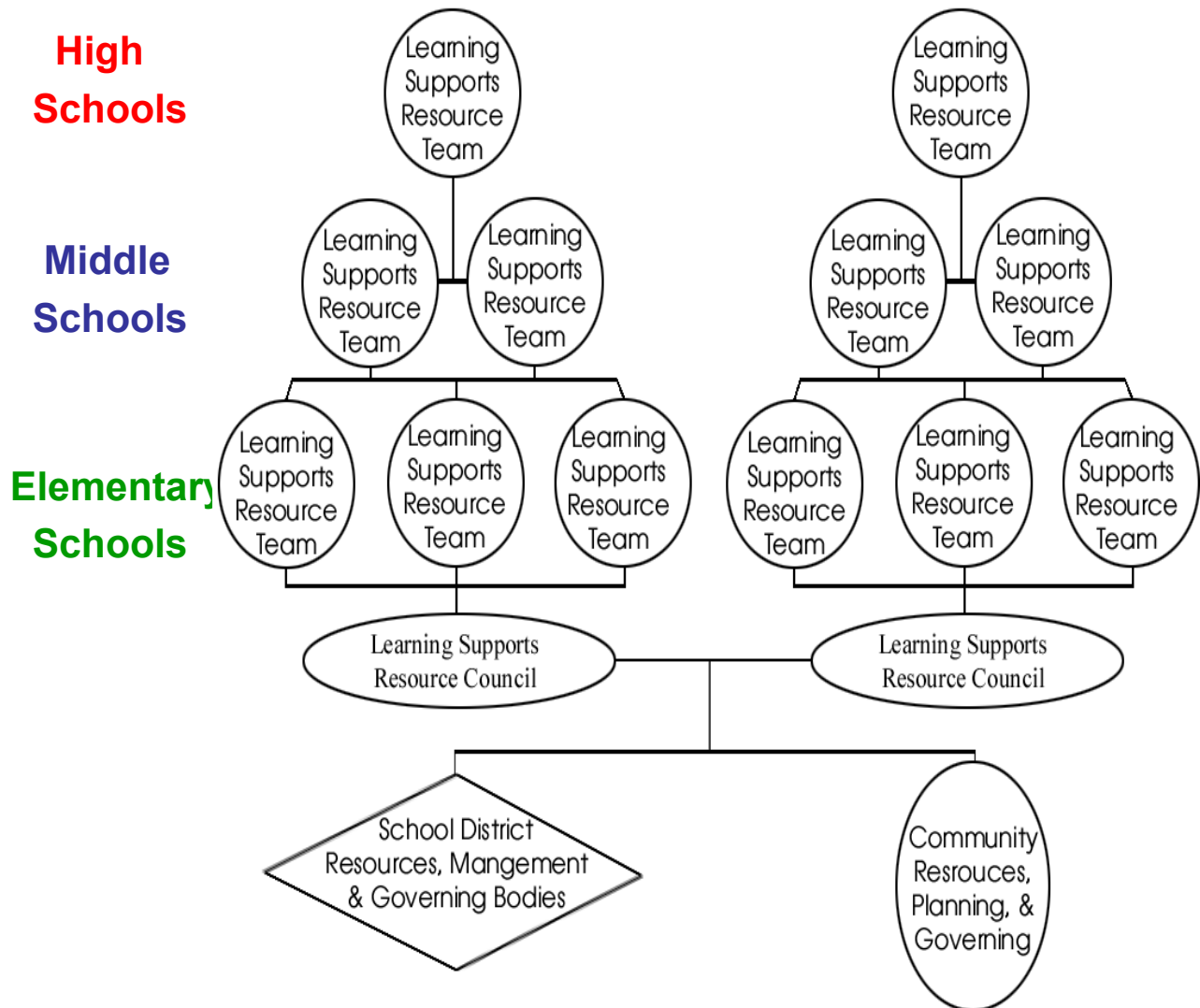
Prototype for an Integrated Infrastructure at the District Level with Mechanisms for Learning Supports That Are Comparable to Those for Instruction

Board of Education

Subcommittees[1]

Superintendent

Superintendent's Cabinet

Leader for Learning Supports/ Enabling Component (e.g., assoc. sup.)

Schools' Improving Planning Team

Leader for Instructional Component (e.g., assoc.sup.)

Learning supports Cabinet (e.g., component leader and leads for all six content arenas)

Leader for Management Governance Component (e.g., Assoc. Sup.)

Instructional Component Cabinet (e.g., component leader and leads for all content areas

Leads for Content Arenas[2]

Content Arena Work Groups

Classroom Learning Supports	Crisis Response & Prev.
Supports for Transitions	Home Involvement Supports
Community Outreach to Fill Gaps	Student & Family Assistance

Leads, Teams, and Work Groups Focused on Governance/Management

Leads for Content Arenas

Content Arena Work Groups

Notes:

 1. If there isn't one, a board subcommittee for learning supports should be created to ensure policy and supports for developing a comprehensive system of learning supports at every school(see Center documents *Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning* http://smhp.psych.ucla.edu/pdfdocs/boardrep.pdf and *Example of a Formal Proposal for Moving in New Directions for Student Support* http://smhp.psych.ucla.edu/pdfdocs/newdirections/exampleproposal.pdf)

2. All resources related to addressing barriers to learning and teaching (e.g., student support personnel, compensatory and special education staff and interventions, special initiatives, grants, and programs) are integrated into a refined set of major content arenas such as those indicated here. Leads are assigned for each arena and work groups are established.
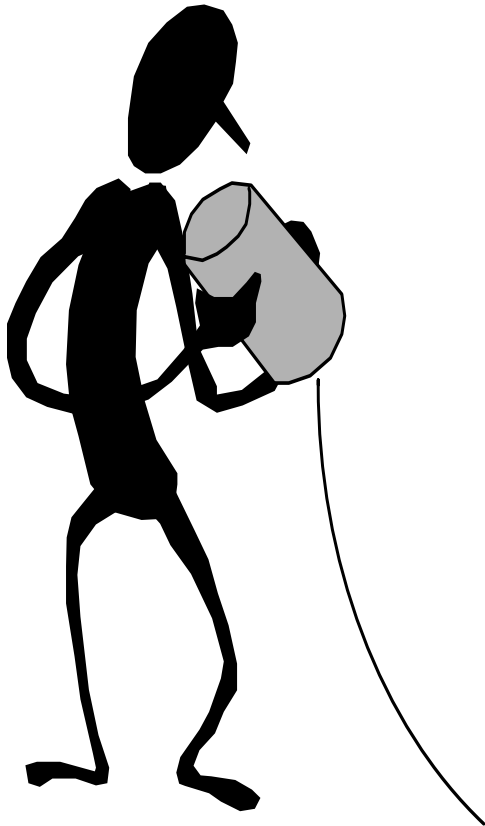
About Developing an Effective School-Community Collaborative

- Too often, what is described as a collaborative amounts to little more than a monthly or quarterly meeting of a small and not very empowered group of stakeholders.

- The meeting involves sharing, discussion of ideas, and expression of frustrations. Then, everyone leaves and little is done between meetings.

- Collaboration is not about meeting. It is about pursuing specific functions and accomplishing essential tasks.

- For a school-community collaborative to be meaningful, it must be organized with full understanding of where schools fit in strengthening the community and where the community fits in strengthening the school.

- And, the collaborative must establish an effective infrastructure (remembering that *structure follows function*).

Some Key Tasks for a School and Community Collaborative When the Vision (Primary Function) is to Develop a Comprehensive, Multifaceted, and Cohesive Intervention System

##

> aggregating data from schools and neighborhood to analyze system needs

> mapping resources (not just services)

> analyzing resources

> program & system planning/development -- including emphasis on *setting priorities* and *developing capacity* for establishing a comprehensive, multifaceted, and cohesive set of interventions to meet needs of school and community

> redeploying resources

> enhancing resource use and seeking additional resources

> coordinating-integrating resources

> social "marketing"

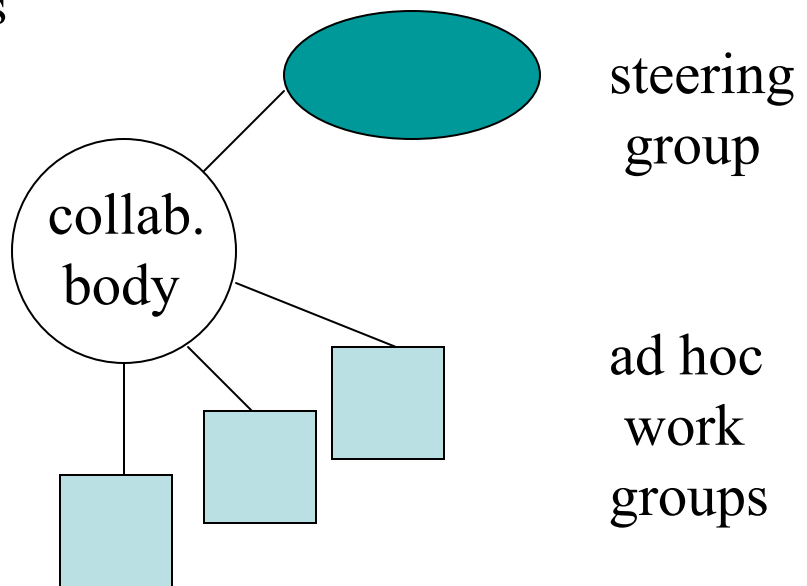##

About Collaborative Infrastructure

Basic Collaborative Infrastructure

Who should be at the table?
>families
>schools
>communities

steering
group

collab.
body

ad hoc
work
groups

Connecting Collaboratives at All Levels*

local
collab.

multi-
locality
collab.

city-wide
& school
district
collab.

collab. of
county-wide
& all school
districts in
county
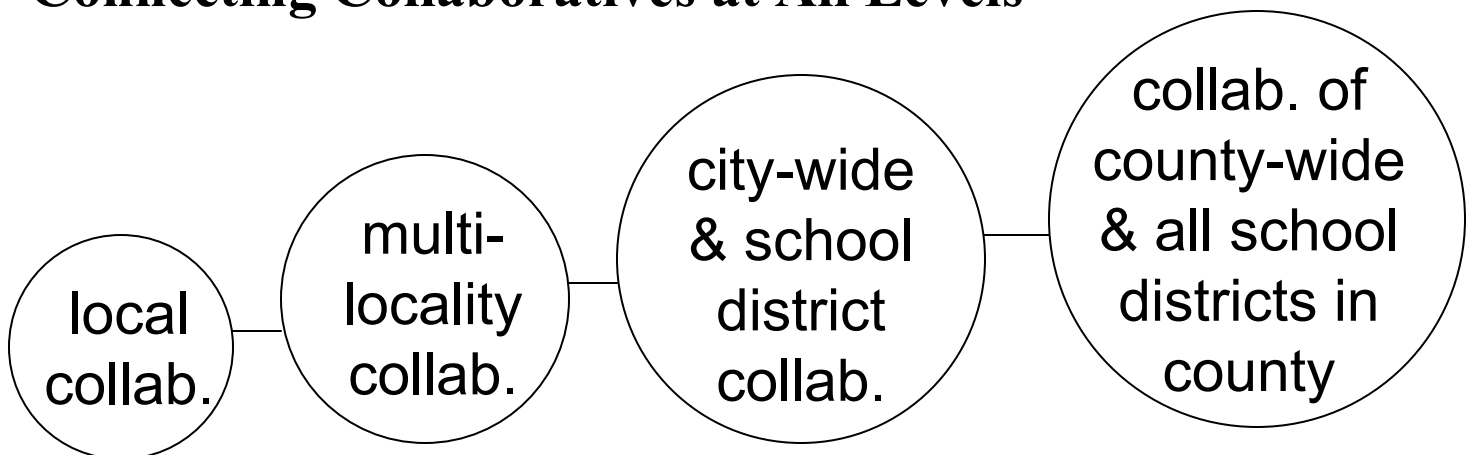
Collaborative Infrastructure

Who should be at the table? *families,*[1] *schools,*[2] *communities*[3]

Basic Collaborative Infrastructure[4]

steering group

standing work group*
for pursuing *operational*
functions/tasks
(e.g., daily planning,
implementation, & eval.)

collab.
body

standing work groups
for pursuing *programmatic*
functions/tasks
(e.g., instruction, learning
supports, governance, community
organization, community develop.)

ad hoc work groups
for pursuing *process*
functions/tasks
(e.g., mapping, capacity
building, social marketing)
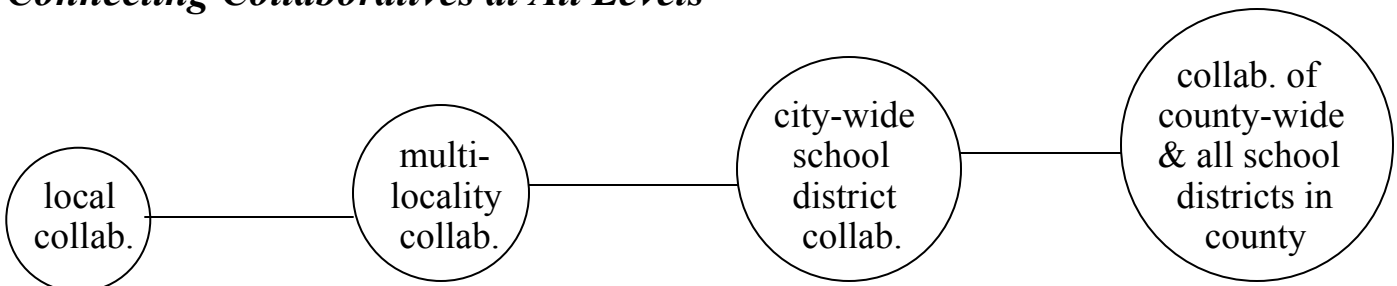
*If feasible, there should be formal staffing to ensure operational functions and tasks are carried out effectively and efficiently (e.g., an Executive Director, also, invaluable would be an Organization Facilitator/change agent).

(See other notes on next slide)

- -

Connecting Collaboratives at All Levels

local
collab.

multi-
locality
collab.

city-wide
school
district
collab.

collab. of
county-wide
& all school
districts in
county

Notes for Collaborative Infrastructure:

[1]*Families*. It is important to ensure that all who live in an area are represented – including, but not limited to, representatives of organized family advocacy groups. The aim is to mobilize all the human and social capital represented by family members and other home caretakers of the young.

[2]*Schools*. This encompasses all institutionalized entities that are responsible for formal education (e.g., pre-K, elementary, secondary, higher education). The aim is to draw on the resources of these institutions.

[3]*Communities*. This encompasses all the other resources (public and private money, facilities, human and social capital) that can be brought to the table at each level (e.g., health and social service agencies, businesses and unions, recreation, cultural, and youth development groups, libraries, juvenile justice and law enforcement, faith-based community institutions, service clubs, media). As the collaborative develops, additional steps must be taken to outreach to disenfranchised groups.

[4]Collaborations can be organized by any group of stakeholders. Connecting the resources of families and the community through collaboration with schools is essential for developing comprehensive, multifaceted programs and services. At the multi-locality level, efficiencies and economies of scale are achieved by connecting a complex (or "family") of schools (e.g., a high school and its feeder schools). In a small community, such a complex often is the school district. Conceptually, it is best to think in terms of building from the local outward, but in practice, the process of establishing the initial collaboration may begin at any level.