

Appendix D

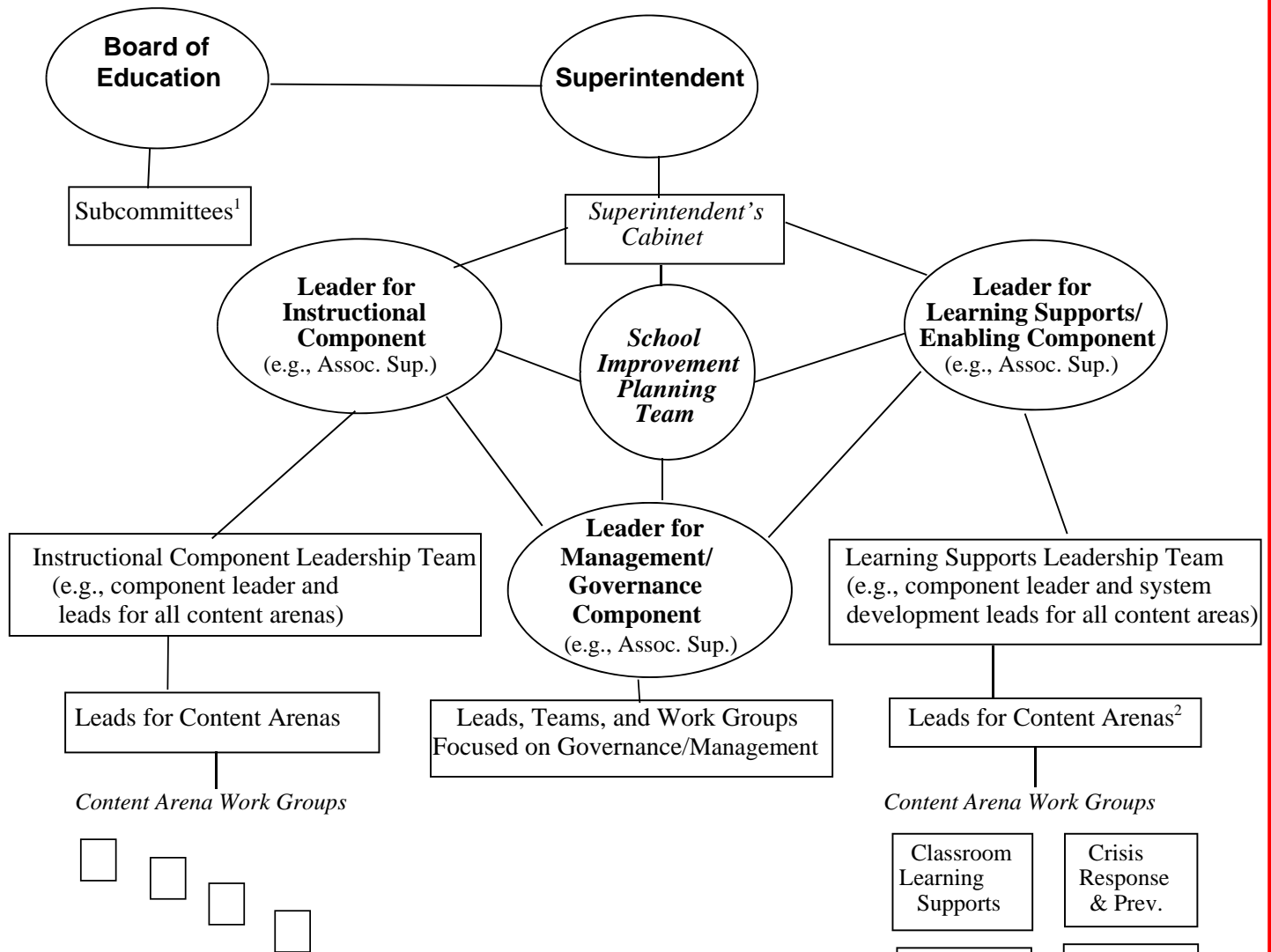
District Level Operational Infrastructure

As illustrated in the Exhibit on the following page, the operational infrastructure at the district parallels the reworked one at the school level. This facilitates development of a unified and comprehensive system of learning supports to address barriers to learning and teaching at the district and does so in ways that connect well with the work at schools.

Once a learning supports' administrator is appointed, that leader can establish a leadership team for learning supports consisting of system development workgroup leaders for the six major content arenas. The intent is to ensure personnel are dedicated to and have accountability for advancing a specific arena and for transforming existing activity into a unified, integrated, and systemic approach to all student and learning supports. To facilitate this, capacity building must include cross-content and cross-disciplinary training so that all personnel are encouraged to broaden their perspective and contribute effectively to the transformation.

Along with their counterparts who are working to improve instruction and management/governance, the learning supports leadership is included at district planning and decision making tables and fully integrated into school improvement efforts. Organizing in this way moves student and learning supports away from the marginalization, fragmentation, unnecessary redundancy, and counterproductive competition that has resulted from organizing around traditional programs and specific disciplines.

District Level Operational Infrastructure



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.