

# **Grant Parish School Board Comprehensive Learning Supports**



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Grant Parish School Board  
P.O. Box 208  
Colfax, LA 71417  
(318) 627-3274  
Sheila Jackson, Superintendent

## Grant Parish School Board Comprehensive Learning Supports Policy

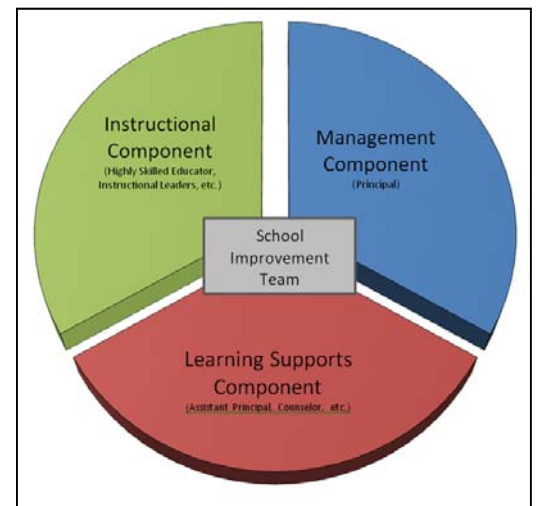
### Rationale:

Grant Parish Schools are committed to ensuring the students of Grant Parish an education that will prepare them for success throughout their lives. With focus on safety, parental involvement, community support, technology, and fostering a love for learning we believe that all students can and will succeed. We recognize that for some of our students, improvements in instruction are necessary but not sufficient for their success in the classroom. We recognize that there are economic, neighborhood, family, school, peer, and personal circumstances that can create barriers to teaching and learning. Grant Parish Schools believes the role of each school and the district is to promote development of the whole child and ensure equity of opportunity. This includes addressing barriers to learning by creating a comprehensive system of supports, referred to as a Comprehensive Learning Supports. Learning supports are defined as the resources, strategies, and practices that provide physical, social, and emotional assistance with the intent of enabling all students to have an equal opportunity for success at school. The school and community collaborate together to establish resources that are fully aligned with instructional efforts, interventions and professional development. The learning supports component is created in the classrooms, school-wide and/or community to address barriers to learning and teaching in an effort to re-engage disconnected students. This framework is fully integrated with District and school-level improvement efforts.

Grant Parish Schools recognizes that school, home, and community resources combined together and developed into a comprehensive system can address barriers to learning and teaching, re-engage disconnected students and support the development of the whole child. All children, youth, and families members should have equal access to interventions and resources in proportion to their needs. The successful development of such a system is essential to efforts to improve student achievement and community success.

### Development:

Each school will develop a comprehensive and systemic learning supports component to support the management and instructional component. The Instructional Component which provides guidance for best practices for effective instruction and the Management Component which guides best practices for site management and administrative capacity are already in place and established within each school. The Learning Supports Component, headed by the Assistant Principal, or designee, will meet monthly and guide development of a comprehensive system at their school to support engagement and reduce barriers to learning and teaching.

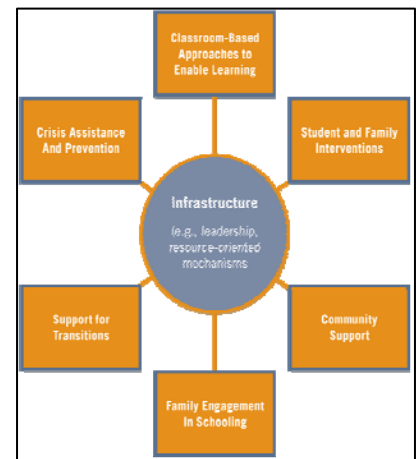


Each Assistant Principal will create Resource-oriented support teams to bring together representatives of all relevant programs and services. Members of the team should include, but not be limited to:

- School counselors, psychologists, nurses, social workers, counselors, classroom teachers, School Resource Officers, Fins Officer, health educators, special education staff, community representatives and other individuals that are involved in the school.
- It is also recommended to include non-certificated staff, parents and older students as needed.

The Comprehensive System of Learning Supports should be fully integrated with other school and district program efforts to improve instruction and maximize the use of resources at individual schools. All interventions are to be tailored to the diversity of students and families in each of our schools. The design should encompass a variety of interventions that mesh with community efforts to prevent problems, respond as early as feasible after a problem surfaces, and provide for students with severe and chronic problems. The following content areas should be considered when establishing the supports:

1. **Classroom-interventions.** Teacher professional development and collaboration with other teachers and support staff should enhance the capacity of teachers to personalize instruction, promote healthy development, address problems, engage and re-engage students in classroom learning, and foster social, emotional, intellectual, and behavioral development. Teacher professional development and collaboration includes strategies for better enhancing resilience and addressing learning, behavior, and emotional problems within the context of the classroom. To enhance classroom resources and strategies and professional development, this includes in-classroom collaboration with student support staff and targeted use of volunteers.



2. **Support for Transitions.** The goal is enhancing the capacity of schools to handle transitions for students and families (e.g., transitions throughout the school day, over the school year, newcomers entering school, grade level to grade level, school to school and school to college or work). Interventions might include: support programs for newcomers, school and classroom programs, before and after school and lunch time programs that enrich learning, attendance monitoring and support, programs for vulnerable populations, including, but not limited to, those in homeless education, migrant education, and special education programs and counseling for vocational and college transition.

3. ***Crisis Response and Prevention.*** Schools focus on establishing systemic approaches for responding to, and preventing, emergency crises. Interventions might include: the establishment of a crisis team to ensure immediate response, school wide and school-linked prevention programs to enhance safety, reduce violence, bullying, harassment, abuse, and other threats to ensure a supportive and productive learning environment.
4. ***Home Involvement and Engagement with School.*** Home involvement is supported through interventions that support family needs and enhance communication and connection between home and school. These may include ways for those in need of health and social services to connect effectively with such supports; family literacy programs; parent education; shared decision making and problem solving affecting the pupil and the school; interventions for reengaging homes that have disengaged from school involvement.
5. ***Community Involvement and Support.*** Schools focus on filling critical intervention gaps through linkages with a wide range of community resources and agencies such as: health clinics, probation offices, mental health services, libraries, recreational facilities, community artists; volunteers and mentors, and postsecondary education institutions.
6. ***Student and Family Assistance.*** After all appropriate efforts have been made to address factors interfering with a student learning and performing at school (including application of Response to Intervention), special assistance for pupils and their families is provided or pursued through referrals that effectively connect those in need with direct services to address barriers to the learning of pupils at school. Interventions might include effective case and resource management, connecting with community service providers, special assistance for teachers in addressing the problems of specific individuals, counseling or special education.

"UCLA School Mental Health Project ." *UCLA Center for Mental Health in Schools*. Web. June 2013. <<http://smhp.psych.ucla.edu>>.

Louisiana Department of Education. *Addressing the Internal and External Barriers to Learning and Teaching Louisiana's Comprehensive Learning Supports System: The Design Document*. Baton Rouge: Louisiana Department of Education, 2009. Print.