The Memphis City Schools department led by Associate Superintendent Barbara E Jones begins the new school year with a new name and a new organizational structure focused on increasing schools’ direct access to the support services needed for students to take full advantage of both academic and extracurricular opportunities.

The Department of Student Support, formerly the Department of Student Programs and Services, has been restructured. “We have worked to rethink and redesign how internal and external resources are accessed and delivered to school sites. Mechanisms must be in place to assist schools in addressing barriers to student achievement,” Jones said.

The department’s new operational plan emphasizes that effective school reform must include the instruction, management and enabling components. “Establishing the enabling component is key to the vision of improved opportunities for students to overcome barriers to learning,” said Jones. “Our goal is to move from fragmented, problem-specific and sup plementary ‘support services’ to a comprehensive, multifaceted and integrated enabling component.”

Whole communities must take responsibility for helping students to succeed, Jones said. Partnerships among schools, families, and community resources must support teachers’ efforts, rather than create a new set of responsibilities. The new work will foster interagency partnerships and increased family engagement in the life of the school, as well as promote shared accountability for the outcomes of children.

“The role of our department will shift from district-level control to district-wide support of the school and classroom component,” Jones said. “We will be working to build an infrastructure that will bring resources to the school to meet the needs identified by the school staff and the community.”

A School Coordinating Team will be established at each school. The team will serve as the hub of the student support system. Major functions of the team will be to:

- Identify barriers to learning and strategies to address them
- Implement programs or services for prevention or intervention

“The Division of Student Support will work to ensure that the enabling component is coordinated and integrated systemwide. "This is a creative and ambitious new approach, one that will require a great deal of effort to implement and develop to maximum effectiveness,” Jones said.

Many schools, through specific components of their design, have started work in this area. “We are convinced this approach will support classroom teachers’ efforts to provide a caring, nurturing learning environment for each student and result in a positive impact on student learning,” Jones said. “Building the new vision, commitment and readiness for implementation is ongoing. But, the entire department is here to assist and support this cooperative venture to enable each child to succeed.”

### Expected Benefits of Implementing an Enabling Component for MCS

#### Benefits to Communities
- Better use of limited resources to address the critical need of linking home and school
- A better educated workforce
- Greater family/community support for school budget and needed school improvements
- Fewer incidence of truancy and juvenile crime.
- Healthier families and neighborhoods
- Informed citizens who contribute to the economic welfare and overall success of the community.

#### Benefits to Schools
- Increased academic performance
- Increased retention/graduation rates and increased attendance
- Improved student behavior and improved school safety
- Better communication between school and community
- More family involvement
- Improved attitudes and relationships among teachers, students, and families

#### Benefits to Families
- Increased empowerment
- Better communication between home and school
- Increased access to school resources
- Greater opportunity to participate in important decisions related to academic success
- Improved, healthier family life and closer relationships with children
- Greater community/school support of families

#### Benefits to Students
- Improved achievement
- Positive attitude toward school and work
- Increased self esteem
- Higher quality work
- Improved attendance
- Reduction in discipline referrals, suspensions and dropouts
Executive Summary

Restructuring Student Support Services

Memphis City Schools
Department of Student Programs and Services
May 1999
Enabling Students to Learn: 
Revitalizing Student Support
A brochure produced by the Memphis City School District

Addressing Barriers to Learning
All students can learn; however, the needs and challenges facing students are individual in nature and often quite complex. Some students enter school facing multiple difficulties which, if not resolved or addressed, will impede the students' academic success.

Realizing the impact "barriers to learning" can have on the level of student success in the classroom, the district joined with community and university representatives to develop a component that supports schools in their quest to ensure that all students succeed. Implementing a Learner Support Component will eliminate fragmentation and create integrated service. An integrated approach brings all support personnel and resources together to help students.

Vision
"To create within each school a hub of multifaceted, integrated, comprehensive programs and services which enable teachers to teach and students to learn."

Guiding Principles
★ Resources and strategies are available to support identified needs of schools to reduce students' barriers to learning.
★ Each school has the capacity to provide a facilitative, nurturing environment, increase positive connections to school; to promote bonding with a caring adult and acceleration of learning.
★ A comprehensive, multifaceted, integrated, cohesive continuum of accessible prevention and intervention strategies are planned, implemented and evaluated.
★ The Learner Support component mobilizes the strengths of the family in the education of the child in the home and at school.
★ School staff, specialty personnel and resource providers are stakeholders who believe "All students can and will achieve at higher levels."
★ The School Coordinating Team uses its resources and influence in assessing students success as its highest priority and assumes leadership responsibility for ensuring that each child is served holistically and developed mentally.
★ Partnerships between the families, school, and community are viewed as long term investments in children.
★ Programming such as preschool readiness extended day and year programs, alternatives, and transitions are available to meet the diverse students needs.
"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."


School Coordinating Teams will work in concert with support personnel, social agencies and families in addressing specific barriers to learning at a school and focus on:

- Enhancing Classroom Support
- Extended Learning Services
- Community Outreach
- Health and Social Services
- Family Support and Home
- Involvement

Uniting community, school, and district resources reduces fragmentation, ensures more timely response to issues, helps focus on major barriers, and identifies the continuum of care or strategies needed to enable students to learn and experience success.

**Expected Outcomes**

- Increased student achievement
- Early intervention for students experiencing difficulties
- Improved attendance
- Enhanced home/school relationships and communication
- Increased teacher effectiveness and satisfaction
- Expanded access to extended learning opportunities
- Timely response to emergencies or crises
- Expanded community participation and support for the school's program
- Safe and nurturing school environment
- Reduction in disciplinary problems
- Increased family assistance
- Better use of limited resources
Figure: Moving from a two to a three component model for reform and restructuring.

*The third component (an enabling component) is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.
Memphis City Schools has a vital mission - to prepare its 112,000 students to achieve their full potential as successful workers and productive citizens in the new millennium. As we enter the 21st century, our students face numerous challenges which not only impede their academic achievement but also threaten to diminish the likelihood of their future success. Some of these challenges include economic, social, health, and environmental barriers to learning.

To overcome students' barriers to learning, the district has embarked upon a systemwide reform effort which utilizes a comprehensive, integrated approach to improving schools' teaching and learning outcomes and provides improved service delivery to students and families. The effort mirrors the ideal of the cornerstone for successful schools as cited by Superintendent Gerry House in Building Tomorrow Today. "Restructuring Memphis City Schools." In that document she cites three basic principles for school success as follows:

- Unity of Purpose
- Empowerment
- A Foundation Built on Strengths

We believe success can be achieved by uniting to provide efficient, effective support services, empowering schools to access and receive needed resources and building a foundation on the strengths of our multidisciplinary staff and community partners. Memphis City Schools' Mission to prepare ALL children to be successful citizens and workers in the 21st century can be achieved.

In order to ensure that the goal of success for each child is reached, reform efforts must include the following three components: instruction, management, and enabling. Establishment of the Enabling Component is key to the vision of improved opportunities for students to overcome barriers to learning and requires restructuring of support services.

Services will move closer to schools, and interdisciplinary teams of existing personnel will become more responsive to needs identified by schools, will utilize limited resources more effectively and efficiently and will collaborate with public and private sector representatives. To make this vision a reality, the Department of Student Programs and Services will undertake a dramatic, innovative restructuring to build capacity at the school level which will deliver needed support services and better meet the needs of students.
Anyone who works in schools knows firsthand the many barriers to student learning. Besides violence, drugs, and broken families, students face frequent moves and other conditions brought about by poverty and recent immigration. Is there something that can be done so that all young people truly have to learn at school? Absolutely!

Memphis City Schools has consulted with Drs. Howard Adelman and Linda Taylor of UCLA's Center for Mental Health in Schools regarding their work in addressing barriers to learning. According to Drs. Adelman and Taylor, traditional approaches that focus on good instruction and well-managed schools leave out an essential part: an "enabling component" that fully addresses students' psychosocial concerns, as well as development, learning, parenting, and teaching. This component is what is needed for schools to be truly effective.

This concept provides the framework for the pioneering work of Memphis City Schools as the district expands its approach to school reform by restructuring resources so that every school can reach its mission through each child's success. Truly making success for all a reality.

**Vision**

For the Third Component of School Reform

To create within each school a hub of multifaceted, integrated, comprehensive programs and services which enables teachers to teach and students to team.
1. Programs, resources and strategies are available to support school efforts in addressing student barriers to learning.

2. A nurturing environment will exist in all schools to increase positive connections between home and school to promote healthy development, and to foster academic achievement.

3. A comprehensive, integrated, multifaceted continuum of prevention and intervention strategies is planned, implemented, and evaluated in each school.

4. Family strengths are recognized and utilized in the education of children in the home-school connections.

5. School staff, specialty personnel, and community partners believe that all children can and will achieve at high levels.

6. Collaboration, coordination and integration are core values of the learner support system.

7. Partnerships among families, schools and communities are essential to overcoming student barriers to learning.
The Restructuring Initiative

This Plan establishes an "enabling component" to address barriers to student growth and development in several phases beginning at the school level, building up through the district, and linking with community services. At each level, services are available to assist schools in providing comprehensive services to students in a well coordinated integrated manner.

At the School Level

A School Coordinating Team is established in each school, composed of school staff and resource specialists. This team serves as the hub of learner services available to students and is recognized as the major resource team with the authority to make the kinds of decisions necessary to address students' barriers to learning.

The major functions of the School Coordinating Team are as follows:

- Identify students' barriers to learning and the best strategies to address them
- Implement programs or services for prevention or intervention
- Coordinate resources at the school level
- Make student referrals based on assessments
- Develop a resource profile for the school

Focus on five major areas:

1. enhancing classroom supports
2. health and human services
3. family support and home involvement
4. community outreach
5. extended learning

At the Zone Level

The District will be divided into 9 zones to create a "family" of schools to help ensure cohesive and equitable deployment of resources. Based on geographical locations and feeder school patterns, the learner support zone is also designed to facilitate the identification of barriers to learning at the school and community level and map resources across the family of schools making up the zone. This structure can be very powerful over time for families who have youth attending more than one level of schooling in the same zone. This structure will increase efficiency and effectiveness, reduce duplication, redundancy and overlap in getting needed resources to schools.
Creating a zone database to reflect school, family and community will promote systemic approaches to reducing student barriers to learning at the community level while making service options attractive to community agencies. A zone facilitator will coordinate the identification of resources to be shared within the zone as well as the procurement of new resources to support school level needs.

The major roles of the Zone Facilitator are as follows:

- Initiate the design model and make sure it functions well
- Coordinate resources and ensure that needed resources are available to schools
- Schedule personnel so schools receive regular and timely services
- Serve as liaison between zone and district levels

Typical zone team members include these specialist:

- Alcohol and Drug Specialist
- Attendance or Truant Officer
- Community Specialist
- Family Advocate Specialist
- Health Practitioner
- Intervention Specialist
- Program Design Specialist
- Psychologist
- Reform Design Facilitator
- Safe and Drug Free Specialist
- Social Worker
- Special Education Specialist

At the District Level

At the district level, leadership will ensure enabling activities are coordinated and integrated among groups of schools systemwide. A district level resource team will respond to the needs of the schools and students by supporting zone personnel and principals.

Major Functions of the District Level team:

- coordinate and integrate services at the district level
- establish links and collaborations at the community level
- ensure that programs are delivered fairly and with quality
  facilitate the development of assessment and evaluation instruments
  review accountability and performance measures
- determine major barriers and effectiveness of services
Interagency Council

At the Community level, a council will be created to guide partnerships among various agencies that address and serve youth. Chief executive officers of major institutions and other community representatives will work with the Superintendent to develop cooperative, alignment strategies to create more responsive services for children and families.

Technology Linkage and Connectivity

There is a tremendous need for computerizing records for school health, psychological/social services, special education, family services, and alternative services. The use of technology can increase efficiency and empower personnel to do their jobs better. "In school" service providers can be more responsive to individual schools, and students' needs can be identified quicker and even anticipated. In doing this, students and their families will be served in a cohesive, comprehensive way that truly can reduce barriers to learning.

Implementation of the Learner Support System

Implementation of an Enabling Component to address barriers to student growth and development requires building an infrastructure which will bring resources to the school to meet the needs identified by the school staff and the community. The new approach develops capacity at the school level with zone and district supports. Careful attention has been given to the role shift of central office from that of control to support. The new structures and strategies are designed to make the delivery of services to students and their families more efficient and cost effective.

Training Priorities

The training component of this renewal effort consists of three modules aimed at a universal, school, and zone orientation. The universal module, as the same implies, encompasses training that orients all departmental staff to the structure, functions, and philosophy of the "Enabling Component". Subsequent training consists of information targeted to the school coordinating team and the zone council members. On going training in "best practices" will be provided to the "teams" to ensure quality service delivery to schools.
As we begin the work of developing a comprehensive, integrated learner support system, it is clear that there are many positive outcomes to be gained. Below is a partial listing of the expected benefits:

**Benefits to Schools**

- increased academic performance
- increased student retention and graduation rates
- increased attendance
- improved student behavior
- increased school safety
- better communication between schools and the community
- more family involvement
- improve attitudes and relationships between teachers, students and families

**Benefits to Students**

- improved achievement
- positive attitude toward school and work
- increased self-esteem
- higher quality work
- improved attendance
- reduction in discipline referrals, suspension, and dropouts

**Benefits to Teachers**

- more positive teaching experiences
- greater feeling of teaching success
- reduced stress and frustration
- more support, appreciation, and trust of families
- fewer discipline problems
- early assistance for students evidencing barriers to learning
Benefits to the Family

- increased empowerment and education
- improved, healthier family life and closer relationships with children
- greater community/school support of families
- better communication between home and school
- greater opportunity to participate in important decisions related to academic success
- increased opportunity to get help for a student
- increased access to school resources such as family resource centers, homework hotlines, home visits, classes and workshops specifically for the family

Benefits to the District

- increased academic performance
- increased student retention and graduation rates
- improved rates in reaching district goals
- improved communications between and among schools, families, and communities
- improved relationships and more positive opinions about school, students, family, and community
- better use of limited resources to address critical needs of youth and families

Benefits to the Community

- Better use of limited resources to address the critical need of linking home and school.
- Greater family/community support for school budget and needed school improvements
- Fewer incidences of truancy and Juvenile crime
- Students and family view education as a positive force in their lives
- A better educated workforce
- Informed citizens who contribute to the economic welfare and overall success of the community
- Healthier families and neighborhoods
In this plan, the Department Of Student Programs and Services proposes a strategic restructuring initiative to address the myriad of social, economic, health, and environmental factors faced by students that present barriers to learning. An "Enabling Component" is introduced as the third, essential component of district school reform. This concept establishes a unifying core around which policy can be formulated to move from a fragmented, narrowly focused service delivery approach to a more comprehensive, integrated continuum of care for students.

This core will serve as a guide for restructuring activity at the school level as well as integrating community health and social services. Operationally, the plan establishes the leadership and infrastructure of an "Enabling Component" in several phases beginning with an interdisciplinary team at the school level, building upward to a zone level which provides specialized resources to schools, and culminating with district and community service linkages. The focus is two-fold: (1) building capacity at the school level to identify and develop strategies and increasing access to resources that address student barriers to learning, (2) increasing efficiency and accountability to better utilize internal and external resources.

The "Enabling Component" represents a comprehensive, multifaceted, and integrated approach to counteract factors that interfere with student learning and performance. It is a dramatic departure from traditional support service delivery approaches which tend to be fragmented, narrowly focused, and problem-specific. Each school, through the work functions of the school's coordinating council, addresses barriers to learning and mobilizes interdisciplinary resources in a timely, responsive, and accountable manner.

In addition to enhancing classroom efforts to support learning, the approach provides student and family assistance, responds to and prevents crises, facilitates transitions, increases home involvement in schooling, and actively seeks greater community involvement and support.

If children are to succeed:

- Whole communities must take responsibility for supporting families. School success must become the goal of every social system-not just of the schools.
- Partnerships among schools, families, and community resources must support the efforts of teachers rather than create a new set of responsibilities and must also strengthen families and neighborhoods.
- Better linkages must be made between schools and all community resources in ways that foster mutual respect, flexibility, family and community focus, and attention to relationships.

The overall intent of this student-centered approach serves to expedite Memphis City Schools' Strategic Plan; fostering academic achievement and success for ALL children.
"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."


**A School Coordinating Team** composed of school and zone resource staff would be created in each school. The first major function of the team will be to reflect on the school's programs and procedures and how they impact the student. This act of reflection will help the team to identify any inconsistencies between where the school is and where it wants or ought to be. The group would then be ready to identify barriers to learning at the school and the most appropriate methods/strategies to address them. This team is responsible for ensuring that mechanisms are in place so that every child in that school has an equal opportunity to succeed. Through the various initiatives aimed to integrate community services, schools will seek to enhance what is available to students and their families through collaborations with social, medical and human services. The team should have access to technology for management purposes. A site administrative leader must be named to assume leadership of this group. This person must sit at the decision-making table when plans regarding space, time, budget and personnel are made. This person also is responsible for ensuring proper mechanisms are in place for coordination, resource development and service delivery. As an advocate, this person keeps others informed of plans. To be effective, the team should be recognized by all school staff as the major resource team with the authority for making the kinds of decisions necessary to reduce fragmentation and address the major barriers at the school which interfere with learning. Teamwork will focus on the five major areas in addressing barriers to students' learning.
Major Functions of the School Coordinating Team

- Map and analyze existing activity and resources at the school for addressing barriers.
- Assess the school to determine major barriers to student achievement at that site.
- Recommend, procure or implement programs, activities or services for prevention or intervention of barriers to student learning.
- Coordinate resources to reduce fragmentation.
- Make referrals based on previous assessments.
- Monitor, evaluate and modify programs, activities or services.
- Conduct on-going mapping and develop resource profiles for school site.
- Create ad hoc committees to address special needs.
- Assess community resources to augment school programs.

Membership

The size and composition of the team will vary as to the school's unique needs and identified priorities. However, the basic structure must include the following:

- A team leader or facilitator (may be one of the representatives)
- Representatives for the five major work areas
- School Leadership Council representative
I. Enhancing Classroom Supports

Effective classrooms are facilitative, supportive environments where all students feel welcome and successful. To maximize classroom supports for learning, there must be a continuing focus on building the capacity of teachers to address barriers to student learning through continuous training in identifying and addressing student diversity, fostering wellness managing interpersonal and behavioral problems, and accessing resources and support services.

II. Health and Human Services

Students' physical, emotional, social and health needs must be met for them to function effectively in the classroom. Teachers will recognize potential problems early and provide appropriate, solution-focused strategies using the pre-referral intervention process. All staff will endorse the belief that behavior, emotional, and learning problems result from an interaction between the student and his/her environment. Students will develop positive self-esteem through multiple planned successes in school. Prevention programs and services will support strategies to minimize problems which may affect student learning.

III. Family Support and Home Involvement

By building the family's capacity to assist students academically, socially and developmentally, students will be provided a supportive, nurturing home environment. Families will be involved in the school and their children's learning in meaningful ways that enhance and extend the child's learning. Parents will have the opportunity to expand their own academic growth through adult classes, seminars, and other educational options. Enhanced communications between the home and school will facilitate greater understanding between all adults associated with the child's advancement.

IV. Community Outreach

Connections with community resources can enhance the development of a full continuum of support to address barriers to student learning and promote healthy development. This encompasses outreach to all resources in the community to fill gaps in service needs. Initial outreach focuses on building and renewing volunteer pools, linking with community service agencies, youth development, recreation and enrichment programs. Then the focus expands to all other resources in the community that have a role to play in enhancing schools, families, and neighborhoods.

V. Extended Learning Services

Besides enhancing classroom-based supports for learning, there are a variety of schoolwide approaches that help to address barriers to learning and promote positive development. These include enhancing school-wide welcoming and supportive programs, providing supports for the many transitions including alternatives programs from grade to grade and from school to school, before and after school programs, and opportunities to access alternatives.
I. Enhancing Classroom Supports

A. Personalized, Professional Development

• Training and skill development in fostering wellness managing interpersonal and behavior problems, addressing diversity and accessing resources and support services.

• Specialty training for new teachers, aides and substitutes

B. Facilitative, Nurturing Classroom Environment

• Teacher as a positive role model

• High expectations for every student

• Caring relationships and respect between teacher and student

• Realistic and age appropriate roles and expectations for each class

• Students’ sense of self responsibility

• Active participation, success oriented opportunities and positive reinforcement on a daily basis
II. Health and Human Services

A. Health Services
- Age appropriate, health enhancing behaviors and health risk reduction are promoted.
- Health standards and instruction are linked to health services outside of the classroom.
- Classroom adjustments meet student needs associated with chronic illnesses.
- Awareness of signs of depression are among detected student behaviors.
- Student's wellness and antisocial behaviors/attitudes are addressed.

B. Social and Emotional Development
- Counseling services bridge achievement and adjustment needs of students.
- Positive character education (respect, responsibility, honesty, hope, fairness) is promoted
- Conflict resolution skills are developed in the classroom.
- School environment is facilitative for all staff and students
- School and community practice safety measures.
- Suicide prevention services are available.
- Services for abuse prevention (child, sexual harassment, substance, verbal) are provided.
- Physical, psychological and social hazards are minimized.

C. Prevention and Intervention
- Preventive Health Services
- Early Intervention
- Pre-referral intervention, referrals, linkages
- A continuum of care for students with multiple at risk factors
- Relaxation techniques and positive self-talk skills

D. Emergency/ Crisis Response
- Community safe havens are utilized for students at risk.
- School teams are trained and ready to respond to crises.
- Staff and students are informed of appropriate behaviors and responsibilities.
- Appropriate medical, psychological and follow-up assistance is provided (long term).
III. Family Support and Home Involvement

A. Educational Opportunities for Adults

- Adult education classes, seminars, workshops are accessible.
- Specialty support and discussion groups are available.
- Family and other social networks are strengthened.

B. Home Support for Student Academic Growth and Development

- Factors which impede student learning and performance are identified and addressed.
- Family's capacity for out of school learning and enrichment is enhanced.
- Supportive home environments are created through multiple strategies.
- Families gain access to the resources needed to meet basic needs.

C. Communication Between Home and School

- Two-way communication which facilitates involvement of the home in matters related to the students is developed.
- A communication network for identifying new needs and future planning is utilized.

D. Home and School Connection

- Opportunities for orientations, open houses and new families' receptions are provided.
- School performances, award ceremonies, cultural and sports events, volunteerism, festivals and celebrations are available for family members.
- Mechanisms to enhance home participation in decision-making essential to students are established.
- Family awareness of community health resources is promoted.
IV. Community Outreach

A. Business and Community Shared Vision
   • Positive, friendly atmosphere maintained within all schools,
   • Staff and community, know each other.
   • Community understands the school mission and what is needed.
   • Student learning expands through community resources.
   • Intergenerational programs serve the whole family.

B. Community Initiatives
   • Sources and types of volunteers are identified and recruited.
   • Types of involvement is determined to engage volunteers.
   • Communities become involved with the school.

C. Volunteers
   • Roles and functions of volunteers are defined.
   • Volunteers engage in preparation for service.
   • Volunteers are recognized for services to school.
V. Extended Learning Services

A. Welcoming and Supportive School Environment

- A welcoming atmosphere is established for all visitors, parents, students and especially newcomers.
- Programs and communication are initiated to address cultural diversity.
- Student registration is pre-planned to address all needs of the student body.

B. Transitions

- Initiatives support and facilitate students in transition (i.e. (grade to grade newcomers, articulation program, inclusion, etc.)

C. Before, After-School, Weekend and Summer Programs

- Enrichment programs enhance learning.
- Special academic programs extend or remediate learning.
- Social clubs and activities develop personal skills.
- Before and after school child care programs are available
- Initiatives provide work opportunities to students.

D. Alternative Programs

- Suspended students are assigned to special sessions to maintain their learning continuation.
- Makeup sessions are provided for students missing classes for an extended period.
- Overage for grade academic programs are implemented as intervention to failure.
- Special programs for substance abuse are initiated.
Having started the implementation of the School Coordinating Team in the Fall of 1999 the Department Leadership defined four key tasks as benchmarks for progress. Percentages of completion of these four tasks were measured on each school's documentation of events. The four tasks are as follows.

1. Holding a "Start-Up" Meeting;
2. Engaging in Faculty SCT Training;
3. Conducting an Initial SCT Meeting; and
4. Following through with Additional Meetings.

To better serve students schools were grouped into families of schools comprising elementary, middle and high school. It was felt following feeder patterns would further enhance building a comprehensive seamless system of support. Thus nine (9) support areas became the structure for organizing schools.

The single Summary Table and the accompanying series of six figures describe the progress of SCT implementation in the Memphis City Schools. Crossing this quartet of Keys Tasks with the nine Areas, the Summary Table offers a single reference point for the 36 percentages observed and 4 overall task completion rates computed from them. From different perspectives, the subsequent six Figures graphically depict this data.

**Figure 1**

By far the most complex of the six, Figure 1 provides a panoramic view of SCT implementation. Across all 9 Areas, depicted here are the comparative completion rates for the four relevant tasks. Contrasting sharply in their relative rates of completion are Areas 6 and 7: the former achieving a 100% completion rate on three implementation tasks and a near 100% completion rate on the fourth; the latter lagging sharply behind all its counterparts on two of the four areas and next to last on a third. Like those in Area 6, schools in Areas 5 and 8 also evidence a 100% completion rate on three of the tasks, but vary in their performance on a fourth. Perhaps the most consistent levels of implementation are shown by the schools in Area 3, however. Unlike schools in six other Areas, those in Area 3 cannot claim a 100% completion rate on any single task; nevertheless, Area 3 schools may boast of a completion rate in excess of 90% on three tasks and a completion rate nearly that high on a fourth.
Figures 2 and 3

Of the tasks themselves, schools in all 9 Areas have shown the most progress in completing the first: Holding an SCT "Start-Up" Meeting. As shown in Figure 2, two-thirds of the Areas lay claim to an 100% completion rate, while the remaining third evidence a completion rate above 90%. As shown in Figure 3, strong but much more variable are schools' across-the-board performance with respect to Task 2: Engaging in Faculty SCT Training. In a third of the Areas -- Areas 1, 6, and 7 -- a 90% to 100% completion rate is observed. In four other Areas, completion rates vary between a high of 86.4% (Area 3) and percentage lows in the middle and lower 70s (Areas 3, 5, 2 and 9, respectively). In the remaining two Areas -- Areas 4 and 7 -- roughly two-thirds of the schools report engagement in Faculty SCT training.

Figure 4

As with the previous task, schools in two Areas tend to lag far behind the rest in implementing Task 3: Conducting an Initial SCT Meeting. Where Figure 4 shows that schools in over half of the Areas evidence a task completion rate ranging between 90% to 100%, it also indicates a completion rate only half that in two others: Area 9 at a completion rate of 53% and Area 7 at a completion rate of only 42%. Between these two extremes, 75% of the schools in Areas 1 and 4 report holding an initial SCT meeting.

Figure 5

As might be expected, the sort of variability that attends schools' performance in completing Task 3 is magnified with respect to the fourth and final task: Following Through with Additional Meetings. With respect to schools' completion rates, Figure 5 indicates perfect or near perfect performance in a third of the administrative Areas: namely, Areas 5, 6, and 3. At a task completion rate of 82% and 75%, respectively, the performance level of schools in Areas 2 and 4 is also strong. Conversely weak is the showing of schools in Area 7. Herein only slightly more than one-fourth of the schools have held additional meetings, compared with over half of the schools in Area 9, and more than 60% of the schools in Areas 1 and 8.

Figure 6

Exempting the relatively low completion rate on this final task in Area 7 schools, the distribution of the average completion task completion rates depicted in Figure 6 would somewhat less "skewed" and significantly more "horizontal." Had not a single data point so depressed the mean on the task of following-through, what would be indicated in summary Figure 6 would be a near 100% success rate on the initial Task and a better than 80% success rate on subsequent ones. Absent the need to focus attention in one or two Areas on one or two tasks, this series of figures depicting SCT implementation may be resolved into a single picture of solid and sustained progress.
Position Description
Memphis City Schools

Position: Supervising Psychologist

Department: Student Support

Division: Health and Social Support

Reports to: Director of Health and Social Support

Job Goal: To ensure Student Support System services are available to meet student needs as outlined by School Coordinating Teams. Working with Area School Coordinating Team Leaders, Area Specialty Support Personnel and community agencies, resources are efficiently accessed in a timely manner to address barriers to student learning.

General Summary:

The Supervising Psychologist provides Area and district level leadership in ensuring institutionalization of the School Coordinating Team within each Student Support Area school by linking school teams and community resources into a network focused on maximizing cohesion and effective use of resources. The Supervising Psychologist provides leadership for staff development, community activities and parental involvement; enhances social health and emotional well-being of students and families; and serves as the liaison and departmental linkage to business, government, health and community agencies to establish a continuum of services to meet student needs. This position advises the Steering Committee of strategic needs and direction, effectiveness of delivery methods and effectiveness of department interfaces. This position makes recommendations in key needs areas to influence goal setting, resource budgeting, grant searches, department services and evaluation of effective use of resources.

Performance Responsibilities:

- Supervises divisional staff in consultation services, treatment, and evaluations such as psycho-educational testing; determines staff assignments for activities and locations; and evaluates personnel in all aspects of their work.

- Make recommendations regarding the distribution and acquisition of personnel and other resources.

- Facilitates clinical processes geared to helping teachers to teach and students to learn and recommends research based, problem solving strategies.

- Integrates distribution and implementation of resources to ensure effective start-up and implementation of School Coordinating Team's role.
Role and Function As Area Facilitator:

- Provides staff development to engage support personnel, administrators and school staff in the restructuring of Support Services.
- Institutionalizes the School Coordinating Team and the Area Council as key components of the School Support System.
- Participates in Team meetings to assist with start-up, serves as a source of technical support and shares successful practices in use by other teams.
- Foster two-way communications between and among schools in the areas regarding support services to students and families.
- Uses data from the family of schools to develop strategic action plans, and long and short-term goals and comprehensive, well integrated approach to meeting the needs of the Student Support Area.
- Uses expertise and start-up skills to establish an interactive, mutually supportive network (i.e., an Area Council) for schools within the Student Support Area.
- Understands the educational reform initiative in Memphis City Schools.
- Provides integrated technical support, identifies on-going, cooperative professional development needs and whole community information activities to support schools within the Student Support Area.
- Knows the roles and responsibilities of all support personnel.
- Participates in community meetings, such as Social Service Consortium meetings, to assist in collaboration efforts with various agencies operating in the community and to integrate the community perspective into school plans for coordinated health and human services.
- Assists School Coordinating Teams in mapping extended community resources; uses strategic skills to identify and prioritize assessed Student Support Area needs based on School Coordinating Teams findings.
- Works to align resources equitably and to promote cooperative alliances with the district network to meet student and family needs.
- Recommends extended care options and services consultation.
- Identifies and addresses common problems, issues and service gaps within the Student Support Area.
- Schedules personnel so that schools receive necessary social, health and educational support services of specialists in a timely manner.
- Coordinates limited specialized resources to ensure that a full continuum of care is available for special situations.
- Provides leadership to and monitors operations of the School Coordinating Team leaders and promotes school to school interaction.
- Reviews school implementation status of the Enabling Component.
- Works with School Coordinating Team members on matters of difficulty needing specialized assistance.
- Demonstrates leadership skills in facilitating group processes, census building and resolutions of conflicts.
- Serves as liaison between the local School Coordinating Teams and District personnel to ensure full service at the school and center level.
- Plans, organizes, prioritizes and manages time for self and others.
• Facilitates linkages across all departments and divisions to promote addressing barriers to learning, knowledge and access to extended learning opportunities, transition programs, alternative learning programs, adult learning programs, recreational activities, parent programs, special education, and compensatory education.
• Monitors, documents and recommends system policies and/or modifications as evidenced by needs.
• Knows, understands and implements support services to foster district policies and procedures, goals and objectives, organizational structure and key accountabilities.

Supervisory Responsibilities:

• Reviews referrals and professional reports completed by all Student Support staff.
• Provides a minimum of monthly individual supervision of all staff, weekly individual supervision with new staff and regular staffing with all Social Work/School Psychologist teams.
• Develops treatment plans and DSM-IV diagnoses.
• Serves as constructive role model in demonstrating therapeutic techniques and strategies.
• Assigns schools to maximize equal distribution of workload and service delivery.
• Monitors services and ensures productivity outputs by reviewing:
  - Case logs
  - Services delivery reports and outcomes
• Uses quality assurance factors in reviewing all cases before transfer or closure. Monitors case flow to help assure timely completion.
• Coordinates service requests from parents, internal divisions, and external agencies.
• Evaluates assigned staff in collaboration with social work supervisors Center Administrators and other designees as appropriate.
• Supervises all Area assessment, treatment, consultation, prevention, and crisis intervention services.

Minimum Qualifications, Training and Skills:

• Doctoral degree in Psychology, Counseling or related behavioral health area from an accredited institution.
• Applicant must meet eligibility requirements for licensure by the Tennessee Board of Healing Arts at the Psychologist level. In addition, certification as a School Psychologist by the Tennessee Department of Education or National Association School Psychologists is desirable.
• Two years of supervisory and clinical experience at the Psychologist level.
• Excellent communication skills at the student, school, district and parent levels. Skill in handling multiple priorities, high energy and motivation.
• Experience working with programs and services designed to support the educational process.
• Works collaboratively with a team and with department staff.
• Understands systems approach to addressing barriers to learning.
Position Description
Memphis City Schools

Position: K-12 Guidance Coordinator

Department: Student Support

Division: Health and Social Support

Reports to: Director
Health and Social Support

Job Goal:

To provide the leadership necessary to (1) enable school counselors to work as leaders and team members; (2) to create a comprehensive, integrated support system for all students.

General Summary:

The guidance coordinator builds an infrastructure to provide a support system for counselors to serve as chief advocate for children and a catalyst in creating a facilitative, caring and supportive school environment. Broad categories of services provided include: (1) Professional Development and Capacity Building for Counselor Leadership (2) Internal and External Linkages to Build Counselor Capacity to Meet District Goals, and (3) Coordination of Counselor Accountability Measures. Encompassed in these broad categories are support for new counselors, facilitation of human and material resources, and providing service, consultation and problem solving on counseling issues.

Performance Responsibilities:

- provides orientation and builds an infrastructure to ensure information and ongoing support for new counselors
- plans, implements, and evaluates ongoing professional development to build counselors' informational and leadership capacity and link the work of the district to the counselor's role
- facilitates the access of human and material resources to support the work of counselors
- provides ongoing consultation, interpretation, support, and serves as a resource in problem solving for school counselors
- facilitates the development of documents as needed to refocus counselor roles and provide new accountability measures
- establishes and maintains a collaborative working relationship with Area Facilitators, Social Work Supervisors, and other key leaders to support counselor involvement and leadership roles in the School Coordinating Team
- serves as a liaison and facilitator between counselors and representatives of internal programs (ex. Reaching Higher, Urban Systemic Initiative, Equity 2000)
- provides consultation, expertise, and support when questions of counselor competence and responsibilities arise
- works collaboratively with principals to provide service, consultation, and problem solving regarding counseling issues which arise at the school level
• serves on committees and work groups which facilitate district work
• establishes and maintains communication and serves as a liaison with various institutions and external agencies (ex. Girls' Club, Rotary Prep School Program, Coats for Kids, ASVAB, Memphis Partners, College Board, universities)
• establishes linkages with national and state counseling organizations to keep counselors apprised of national trends, resources, opportunities and best practices
• develops district-wide strategies for counselors to employ in reaching district goals
• establishes a protocol and collects data that reflects counselor progress in assessing the status of seniors in regard to meeting graduation requirement
• establishes a protocol and collects data that reflects counselor progress in assessing students' status in completion of the 4+ Career Plan
• collects data that reflects systemwide scholarship information

**Span of Responsibility:**

244 counselors in 166 schools

**Qualifications and Training:**

• Master's Degree in Guidance and Counseling
• Endorsement in Administration/Supervision
• Experience as a School Counselor
• Ability to establish and maintain collaborative working relationships
• Strong verbal, writing, and leadership skills

**Approval:** (signature)

Barbara Jones, Associate Superintendent
Student Support

**Approval:** (signature)

Jeane Chapman, Director
Health and Social Support

**Incumbent:**

K-12 Guidance Coordinator
Memphis City Schools
Standards for the Learner Support Component

A Learner Support Component is an essential pillar of comprehensive school design. This component is intended to provide a comprehensive, multifaceted, and integrated continuum of support programs and services at every school to enable all students to benefit from instruction and achieve high and challenging academic standards.

Standards for an effective Learner Support Component in the Memphis City Schools require that such a component:

# Utilizes a range of research-based programs and services designed to enable student learning and well-being by addressing barriers to learning and promoting healthy development,

A full continuum of programs and services ranges from prevention and early-age intervention, through responding to problems soon after onset, to partnerships with the home and other agencies in meeting the special needs of those with severe and chronic problems. Included are programs designed to promote and maintain safety, programs to promote and maintain physical and mental health, school readiness and early school-adjustment services, expansion of social and academic supports, interventions prior to referral for special services, and provisions to meet specialty needs.

# Is developed, coordinated, and fully integrated with all facets of each school’s comprehensive school improvement plan,

Programs and services are evolved within a framework of five areas of activity that reflect basic functions schools must carry out in addressing barriers to student learning and promoting healthy development. The areas are: (1) enhancing classroom supports for learning, (2) health and social services, (3) family support and home involvement, (4) community outreach, and (5) extended learning. A school-based lead staff member team guide development of these areas at each school and ensure that all activities are implemented in an Interdisciplinary well coordinated manner which ensures full integration into the instructional and management plan.

# Draws on all relevant resources within the Learner Support Area and community, district wide, to ensure sufficient resources are mobilized for capacity building, meeting implementation needs, filling gaps, and enhancing an essential core of programs and services to enable student learning, well-being and to strengthen families and neighborhoods,

Necessary resources must be generated by redeploying current allocations and building collaborations that weave together, in common purpose, families of schools, centralized district assets, and various community entities.

# Promotes the use of the least restrictive and nonintrusive forms of intervention required to address problems and accommodate diversity,

Learner support activity should be applied in all instances where there is need and should be implemented in ways that ensure needs are addressed appropriately, with as little disruption as feasible of a student's normal involvement at school.

# Undergoes evaluation to determine its impact on enabling factors, as well as increased student achievement.

Accountability focuses on the progress of students at a school site. It is measured in terms of the direct enabling outcomes each program and service is designed to accomplish and by the enhanced academic achievement of students.
As an essential pillar of a comprehensive school design, the Learner Support Component in the Memphis City Schools is intended to enable all students to benefit from instruction and achieve high and challenging academic standards. This is accomplished by providing a comprehensive, multifaceted, and integrated continuum of support programs and services in each school. The district is committed to supporting and guiding capacity-building to develop and sustain such a comprehensive approach in keeping with the standards set forth here.

All personnel within the district and other stakeholders will use the standards to guide implementation of a Learner Support Component as an essential pillar of school improvement efforts. In particular, the standards should guide decisions about direction and priorities for redesigning the infrastructure, resource allocation, redefining personnel roles and functions, stakeholder development, and specifying accountability indicators and criteria.

The following are quality indicators related to each standard to measure total effect of the component.

**STANDARD:** The Learner Support Component encompasses utilizing a range of research-based programs and services designed to enable student learning and well-being by addressing barriers to learning and promoting healthy development.

**Quality indicators:**

# All programs and services implemented are based on state of the art best practices for addressing barriers to learning and promoting positive development.

# The continuum of programs and services ranges from prevention and early-age intervention, through responding to problems soon after onset, to partnerships with the home and other agencies in meeting the special needs of those with severe and chronic problems.

# Routine procedures are in place to review the progress of the component's development and the fidelity of its implementation.

**STANDARD:** The Learner Support Component is developed, coordinated, and fully integrated with all other facets of each school's comprehensive school improvement plan.

**Quality indicators:**

# All programs/services are established with a framework of five areas of activity that reflect basic functions a school must have in place for addressing barriers to learning and promoting healthy development. The areas are: (a) enhancing classroom supports for learning, (b) health and social services, (c) family support and home involvement, (d) community outreach, and (e) extended learning.
At the school level, a Learner Support Coordinating Team will be led by the guidance counselor. This group will become part of the school's infrastructure and are responsible for daily guidance and coordination of (a) capacity building, (b) development, implementation, and evaluation of activity, and (c) full integration with all facets of the instructional and governance/management components.

Routine procedures are in place to ensure all activities are implemented in a manner that coordinates them with each other and integrates them fully into the instructional and governance/management components.

Ongoing professional development is (a) provided for all personnel implementing any aspect of the Learner Support Component and (b) is developed and implemented in ways that are consistent with the district's Professional Development Standards.

STANDARD: The Learner Support Component draws on all relevant entities in a family of schools, district-wide, and the surrounding community to ensure sufficient resources are mobilized for capacity building, implementation, filling gaps, and enhancing essential programs and services to enable student learning and well being and strengthen families and neighborhoods.

Quality indicators:

# Each school has mapped and analyzed the resources it allocates for Learner Support activity and routinely updates its mapping and analysis.

# All school resources for learner supports are allocated and redeployed based on careful analysis of cost-effectiveness.

# Collaborative arrangements for each family of schools are in place to (a) enhance effectiveness of learner supports and (b) achieve economies of scale.

# Centralized district assets are allocated in ways that directly aid capacity building and effective implementation of learner support programs and services at school sites and by families of schools.

# Collaborative arrangements are in place with a variety of community entities to (a) fill gaps in the Learner Support Component, (b) enhance effectiveness, and (c) achieve economies of scale.
STANDARD: Learner supports are applied using the least restrictive and nonintrusive forms of intervention required to address problems and accommodate diversity.

Quality indicators:

# Procedures are in routine use of gathering and reviewing information on the need for specific types of learner support activities and for establishing priorities for developing/implementing such activity.

# Learner support is offered in all instances where there is identified need and is implemented in ways that ensure needs are addressed appropriately, with as little disruption as feasible of a student's normal involvement at school.

# Procedures are in routine use for gathering and reviewing data on how well needs are met; such data are used to inform decisions about capacity building, including infrastructure changes and personnel development.

STANDARD: The Learner Support Component is evaluated with respect to its impact on enabling factors, as well as increased student achievement.

Quality indicators:

# Accountability for the learner support activity focuses on the progress of students at a school site with respect to both the direct enabling outcomes a program/service is designed to accomplish and academic achievement.

# Data on academic achievement is disaggregated to clarify impact as related to critical subgroup differences (e.g., pervasiveness and severity of identified problems).

# All data gathered on learner support activity are reviewed as a basis for decisions about how to enhance and renew the Learner Support Component.

Meeting these standards is a shared responsibility. District and school leaders, staff, and all other concerned stakeholders work together to identify learner support needs and how best to meet them. The district and schools provide necessary resources, implement policies and practices to encourage and support appropriate interventions, and continuously evaluate the quality and impact of the Learner Support Component.