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## More Schools Developing Learning Supports into a Unified System

With the new school year, we are seeing more schools building a *Unified, Comprehensive, and Equitable System of Learning Supports*. See, for example, the following excerpt from the school year welcoming letter sent out by Dr. Shawn Hagerty, principal of Crosswell Drive Elementary in the Sumter (SC) School District:

“Dear Parents, Guardians, Community Members and Leaders,

Crosswell Drive believes at the core of our mission is the promotion and development of the whole child as we strive toward equity of opportunity. Crosswell Drive recognizes that for some of our students, improvements in instruction and curricula are not enough to meet student needs. We recognize that the economic, neighborhood, family, school, peer, and personal circumstances students face on a daily basis can create barriers to teaching and learning. Crosswell Drive Elementary's purposeful direction toward addressing barriers to teaching and learning is to create a Multi-Tiered System of Supports (MTSS) through a unified, comprehensive, and equitable system of supports, referred to as a learning supports component, that is fully interwoven and directly impacting our site level school improvement efforts.

Crosswell Drive recognizes that school, home, and community resources combined together and developed into a comprehensive system can support development of the whole child, can address barriers to learning and teaching, and re-engage disconnected students. 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 multitiered system is essential to efforts to improve school climate, school culture, and raising student and staff expectations. With this welcome letter, I/we commit to developing a unified, comprehensive, equitable, and multi-tiered systematic support framework. Such a framework joins the instructional and management/governance components with a learning supports component as the third primary and essential facet of our school improvement efforts.

It is the intent of Crosswell Drive Elementary that a Unified, Comprehensive, and Equitable System of Learning Supports be fully interwoven with other school and district program efforts to improve instruction and maximize the use of resources at our school. All interventions are to be tailored to the diversity of students and families in our schools. By working together as a community as well as with other schools and district programs through transparent practices, Crosswell Drive will be able to network resources and needs unique to our school improvement efforts. ...”

The letter goes on to spell out the scope of the learning supports component (see the complete letter at [https://drive.google.com/file/d/0B\\_ywiK136Jw4Mm5oVnNhUTU1cms/view](https://drive.google.com/file/d/0B_ywiK136Jw4Mm5oVnNhUTU1cms/view))

For more on transforming student/learning supports, see <http://smhp.psych.ucla.edu/newinitiative.html>

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Please share this information with relevant stakeholders.\*

And if you haven't done so, feel free to access the new free book entitled:  
*Addressing Barriers to Learning: In the Classroom and Schoolwide*

and other free resources by going to the Center's homepage at <http://smhp.psych.ucla.edu/>

For those who have been forwarded this and want to be included to receive resources that the Center regularly shares, send an email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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\*Center resources are free and sent to school and community stakeholders across the country who are concerned about (1) daily matters confronting schools, (2) promoting whole child development and positive school climate, and (3) the transformation of student and learning supports. The Center at UCLA is co-directed by Howard Adelman & Linda Taylor.