

Examples of Policy Statements

<http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aida.pdf>

While many places around the country are exploring how to rethink learning supports, few have gotten to the point of establishing policy at any level. Historically, it is worth noting that California and Hawai'i took an early lead in focusing attention on the need to develop policy for a component to address barriers to student learning.

For example, One of the first major policy statements was developed at the Elizabeth Learning Center in Cudahy, California. This K-12 school is one of the demonstration sites for the Urban Learning Center Model which is one of the eight national comprehensive school reform models developed with support from the New American Schools Development Corporation. The model incorporated and implemented the concept of a component to address barriers to learning as primary and essential and is proceeding to replicate it as one of the comprehensive school reforms specified in federal legislation. The school's governance body adopted the following policy statement:

We recognize that for some of our students, improvements in Instruction/curricula are necessary but not sufficient. As a the school's governance body, we commit to enhancing activity that addresses barriers to learning and teaching. This means the Elizabeth Learning Center will treat the Enabling Component on a par with its Instructional/Curriculum and Management/ Governance Components. In policy and practice, the three components are seen as essential and primary if all students are to succeed.

And, as part of its ongoing efforts to address barriers to learning, the California Department of Education has adopted the concept of Learning Supports. In its 1997 Guide and Criteria for Program Quality Review, the Department states:

Learning support is the collection of resources (school, home, community), strategies and practices, and environmental and cultural factors extending beyond the regular classroom curriculum that together provide the physical, emotional, and intellectual support that every child and youth needs to achieve high quality learning.

In 1995, California Assembly Member Juanita McDonald brought together a set of task forces to develop an Urban Education Initiative package of legislation. One major facet focused on Overcoming Barriers to Pupil Learning. This facet of the legislation called on school districts to ensure that schools within their jurisdiction had an enabling component in place. The draft of that part of the various bills is available from our Center on request. Just before the legislation was to go to the Education Committee for review, McDonald was elected to Congress. As indicated below, new efforts are being made to incorporate the ideas into various policy initiatives.

In 2004, the speaker pro tem of the California assembly, Leland Yee, offered an new act to move forward with a Comprehensive Pupil Learning Support System for the state. (A copy is included in this section of the toolkit.)

The examples on the following pages are from places that at one time or another have formulated policy statements that focus on moving school reform from a two to a three component model. The statements provide examples to draw upon.*

- Policy Resolution for *Learning Support* Proposed to and Passed by the Los Angeles Unified School District's Board of Education in 1998
- Policy memorandum for *Learning Supports* passed by the Multnomah Education Service District in Oregon formulated in July 2004
- Policy and guidelines for *Universal Learning Supports* passed by Berkeley Unified School District School Board in California approved in January 2008
- Hawai`i Legislation passed in 1999
- California Legislation as proposed in 2007

*For examples and lessons learned from efforts to make changes, see the Center document *Where's It Happening? Examples of New Directions for Student Support & Lessons Learned* – <http://smhp.psych.ucla.edu/summit2002/wheresithappening.htm>

Policy Resolution Proposed to and Passed by the
Los Angeles Unified School District's Board of Education in 1998

Whereas, in its "Call to Action", the Los Angeles Unified School District has made clear its intent to create a learning environment in which all students succeed;

Whereas, new governance structures, higher standards for student performance, new instructional strategies, and a focus on results are specified as essential elements in attaining student achievement;

Whereas, a high proportion of students are unable to fully benefit from such reforms because of learning barriers related to community violence, domestic problems, racial tension, poor health, substance abuse, and urban poverty;

Whereas, teachers find it especially difficult to make progress with the high proportion of youngsters for whom barriers to learning have resulted in mild-to-moderate learning and behavior problems;

Whereas, many of these youngsters end up referred for special services and often are placed in special education;

Whereas, both the Los Angeles Unified School District and various community agencies devote resources to addressing learning barriers and initial processes have been implemented to reform and restructure use of their respective resources - including exploring strategies to weave District and community efforts together -- in ways that can overcome key barriers to student achievement;

Whereas, a comprehensive, integrated partnership between all District support resources and community resources will provide the LEARNING SUPPORT necessary to effectively break down the barriers to student achievement; now, therefore, be it

Resolved, that the Board of Education should adopt the following recommendations made by the Standing Committee on Student Health and Human Services:

1. The Board should resolve that a component to address barriers to student learning and enhance healthy development be fully integrated with efforts to improve the instructional and management/governance components and be pursued as a primary and essential component of the District's education reforms in classrooms, schools, complexes/clusters, and at the central office level.
2. In keeping with the California Department of Education's adoption of the unifying concept of **Learning Support**, the Board should adopt this term to encompass efforts related to its component for addressing barriers to student learning and enhancing healthy development.

(cont.)

3. In adopting the concept of **Learning Support**, the Board should adopt the seven area framework currently used by the Division of Student Health and Human Services to guide coordination and integration of existing programs and activities related to school, home, and community.

4. The Board should direct the Superintendent to convene a working group to develop a plan that promotes coordination and integration of the **Learning Support** component with instruction and management reform efforts at every school site. This plan would also clarify ways for complex/cluster and central office operations to support school site efforts (e.g. helping schools achieve economics of scale and implement practices that effectively improve classroom operations and student learning). The plan would also focus on ways to further promote collaboration with communities at the classroom, school, complex/cluster, and central office levels. Such a plan should be ready for implementation by Spring 1998.

5. To counter fragmentation stemming from the way programs are organized and administered at the central office, the Board should restructure the administrative organization so that all programs and activity related to the Learning Support including Special Education are under the leadership of one administrator. Such an administrator would be charged with implementing the strategic plan developed in response to recommendation #4.

6. The Board should direct those responsible for professional and other stakeholder development activity throughout the District to incorporate a substantial focus on the **Learning Support** component into all such activity (e.g. all teacher professional education, training activity related to LEARN, the Chanda Smith Special Education Consent Decree, early literacy programs).

7. To facilitate continued progress' related to the restructuring of student health and human services, the Board should encourage all clusters and schools to support the development of Cluster/Complex Resource Coordinating Councils and School-Site Resource Coordinating Teams, Such Councils and Teams provide a key mechanism for enhancing the **Learning Support** component by ensuring that resources are mapped and analyzed and strategies are developed for the most effective use of school, complex, and District-wide resources and for appropriate school-community collaborations.

**5MULTNOMAH EDUCATION SERVICE DISTRICT
MEMORANDUM**

Date: July 20, 2004
To: MESD Board of Directors
From: Board Program Review Committee
Re: Policy for Learning Supports

The Program Review Committee has spent the year conducting specific reviews of elements of the MESD programs. Additionally the Committee has considered the larger question of the nature of today's learners and the role MESD plays in their education. We would like to share with members of the Board observations and findings we have made throughout the year.

1. We wish to affirm our intent to create a learning environment in which all students succeed.
2. We endorse State Superintendent Castillo's 2003-04 initiative to close the achievement gap on behalf of all students.
3. We are clear that the recently revised mission statement should be followed by all employees of the ESD

To support our local school districts and share in providing a quality education for the children and families of our communities.

4. Further, we are committed to our vision statement that we hold for the district:

We work as a team dedicated to enhancing the learning of the communities' children by designing and delivering services responsive to family and school district needs. We strive to demonstrate leadership, wise utilization of resources, cooperative relationships with school districts and other agencies and a commitment to being a learning organization.

5. We support the following value statements upon which the mission and vision are based:

- Children are our most important natural resource;
- Families should be supported in education of their children;
- Each student should reach proficiency on challenging academic standards and assessments;
- A quality staff is essential in carrying out the mission of the agency;
- Supportive working relationships that value diversity within the ESD are vital to achieving our mission;
- Community partnerships maximize resources;
- Adequate and stable financial resources are required for a quality education;
- Interagency relationships strengthen services to children;

- Delivering effective services to schools is a process of continuous improvement;
- A strong system of public education is essential to the future of our society.

6. Higher standards for student performance, new instructional strategies, and a focus on results are specified as essential elements in attaining student achievement.

7. As an agency, we strive to utilize the developmental assets and strength-based approach to students and families.

8. A high proportion of students are unable to benefit fully from educational reforms because of learning barriers related to lack of engagement in the learning process for many reasons including urban poverty, poor health, community violence, domestic problems, racial and cultural tensions, substance abuse, insufficient support for transitions such as entering a new school and/or grade, insufficient home involvement in schooling, and inadequate response when learning, behavior and emotional problems first arise.

9. We recognize that teachers find it especially difficult to make progress with the high proportion of youngsters for whom barriers to learning have resulted in moderate-to-mild learning and behavior problems and even disengagement from classroom learning.

10. We believe in a balanced approach to deliver the 12 Quality Indicators for all students from the State of Oregon Quality Education Model.

11. Many of our youngsters who are referred for special services and placed in special education could have their needs met better by addressing barriers to learning through programs that prevent problems, respond to problems as soon as they arise, and promote healthy development.

12. We believe that the economic case for public funding of Early Childhood Education is clearly justified along with the efficacy of barrier reduction for children.

13. The MESD, its constituent districts and various community agencies have devoted resources to addressing learning barriers and initial processes have been well implemented to reform and restructure use of their respective resources - including exploring strategies to weave education and community efforts together – in powerful ways that can overcome key barriers to student achievement.

14. A comprehensive, integrated collaboration among all MESD support resources along with community resources will allow for development of “Components for Learning Supports” that are fully integrated with instructional efforts to effectively address barriers to learning and teaching. Properly developed and implemented, such components will enhance student achievement and reduce the achievement gap.

We therefore recommend that the MESD Board of Directors consider and adopt a Learning Supports policy.

**RESOLUTION 04-45 – Approval for Second Reading of New Board Policy IAB
(Learning Supports to Enhance Achievement)**

This resolution is for second reading for new Board Policy IAB (Learning Supports to Enhance Achievement).

Background: The resolution is necessary for a policy on development of components of Learning Supports to enhance student achievement and reduce the achievement gap.

The Superintendent recommends adoption of the following resolution:

WHEREAS to achieve in school, students need to be wanted and valued. They need a positive vision of the future, and

WHEREAS students require safe, orderly schools, strong community support, high-quality care, and adults they can trust, and

WHEREAS students become alienated because they may not feel worthy, they may not have a supportive home or opportunities to learn to care, or they may not be successful in handling frustrations, or have good experiences in

school. They may not see relevance to their education or have positive role models or may not have access to essential supports, and

WHEREAS the MESD Board of Directors, the Superintendent, and staff need to ensure that each student can read, write, and relate effectively, has self-worth, has meaning-based learning opportunities, and has positive support networks from other students, teachers, and members of the school community, and

WHEREAS the MESD Board of Directors finds that the generalized Learning Support system and individualized student support created by comprehensive and systemic Learning Support components can give parents what they and their children and teachers want most from education--schools that provide the type of safe and caring environment that enhances student learning and reduces the achievement gap, and

WHEREAS implementation of comprehensive, integrated components for Learning Supports will serve our community by developing successful, well-educated citizens, and

WHEREAS steps should be taken to fully implement such components through alignment and redeployment of existing resources and through strategically filling gaps over time, and

WHEREAS the Board reviewed this policy during first reading on July 20, 2004,

NOW THEREFORE BE IT RESOLVED that Board Policy IAB is approved for Second Reading as written and adopted.

LEARNING SUPPORTS TO ENHANCE ACHIEVEMENT

2. The Board of Directors resolves that components to address barriers to student learning and enhance healthy development be fully integrated with efforts to improve instruction and management/governance for instruction and be pursued as a primary and essential component of MESD education reforms in classrooms, schools, and consultation/services to component districts.
2. In keeping with the Oregon Quality Education Standards for best practices, the Board adopts the term learning supports as a unifying concept that encompasses all efforts related to addressing barriers to learning and enhancing healthy development.
3. The Board encourages and supports administrative efforts toward securing resources at the state, federal and local public level as well as private sector and philanthropic efforts to more fully fund a comprehensive system of related learning supports.
4. The Board will direct administrative efforts toward aligning, deploying and redeploying current funding and community resources related to learning support efforts in order to initiate development of comprehensive and systematic components of learning supports for schools.
5. The Board directs the Superintendent to ensure those responsible for professional and other stakeholder development throughout the District incorporate a substantial focus on learning support components into all such training and developmental activities.
6. The Board will direct administrative efforts to allocate funds in ways that fill gaps related to fully developing comprehensive and systematic components of learning supports for schools.

BERKELEY UNIFIED SCHOOL DISTRICT

TO: Board of Education
FROM: Board Policy Subcommittee
DATE: January 23, 2008
SUBJECT: Board Policies -5030 Series

BACKGROUND INFORMATION

The attached Board policies were approved for first reading on January 9. They are presented in this agenda for approval and adoption. These policies are a major component of the district's efforts to establish a comprehensive health and wellness program.

Universal Learning Support System (ULSS) – 5030 Health
Education – 5030.1 Healthy School Environment – 5030.2
Family/Community -5030.4

POLICY/CODE

BP 9310

FISCAL IMPACT

None

BOARD POLICY SUBCOMMITTEE RECOMMENDATION

Approve board policies

Berkeley Unified School District

Board Policy-5030

Students-Universal Learning Supports System

Beliefs

The Governing Board recognizes that the personal, social, health, and economic circumstances of children and families can sometimes create barriers to teaching and learning. The Board believes that that the role of schools and the district is to promote healthy development and address barriers to learning by creating a support system for the whole child that is fully integrated with other District wide and site level school improvement efforts. The Governing Board acknowledges the important link between student health and student achievement and so desires to provide a comprehensive student program which promotes positive mental health, good nutrition and physical activity.

The Superintendent or designee shall build a Universal Learning Support System that supports and reinforces health literacy through health education, physical education, health and social services, parent involvement, nutrition services, psychological and counseling services and a safe and healthy school climate.

The Superintendent or designee may appoint a district Universal Learning Support Council or other committees for the purposes of training, oversight, and continuity across the system. The Council may include representatives of parents/guardians, students, school food service professionals, school administrators, Board representatives, teachers, community based organizations, and members of the public. The Council may also include district administrators, health professionals, school nurses, health educators, physical education teachers, counselors, and/or others interested in school health issues.

The Superintendent or designee may also elect to establish Universal Learning Support Teams at each site to advise and support the school and ensure that students are provided with the resources they need to be successful.

The governing Board recognizes that school, home, and community resources combined together promote the healthy development of the whole child and can address the barriers to student learning. Such a support system should include components for prevention, early intervention and intensive intervention when needed. All children, youth, and families members, when appropriate, should have equal access to services and resources in proportion to their needs.

It is the intent of the Board of Education that a universal learning support system (ULSS) be fully integrated with other efforts to improve instruction and maximize the use of resources at individual schools. The Superintendent or designee shall facilitate the establishment of such a support system by requiring each school to address in their school site plan the elements that provide a successful universal learning support system (ULSS). The following elements should be considered when establishing a universal learning support system and the school plan:

(1) *Classroom-interventions.* Teacher training and assistance should in enhance the capacity of teachers to address problems, engage and re-engage pupils in classroom learning, and foster social, emotional, intellectual, and behavioral development. Training and assistance includes strategies for better addressing the student's learning, resilience, behaviors, and emotional problems within the context of the classroom.

(2) *Support for Transitions.* Enhance the capacity of schools to handle transitions for students and families entering school, grade level to grade level, school to school and school to college or work. Interventions might include: attendance monitoring, social support programs for newcomers, after school programs that enrich learning and provide safe recreation; 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.* Establish systems and programs 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 with School.* Enhance home involvement with improved systems for communication and connection between home and school; parent education and training; involvement in decisions and problem solving affecting the pupil and the school; interventions for re-engaging homes that have disengaged from

school involvement so that partnerships can be created for the benefit of the student's success.

(5) *Student and Family Assistance*. Provide special assistance for pupils and families as necessary to provide or connect with effective direct services when necessary 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.

(6) *Community involvement and support*. Enhance limited school resources through linkages with community resources and agencies including: health clinics, probation offices, mental health services, libraries, recreational facilities, volunteers and mentors, and postsecondary education institutions.

(7) *Cultural Literacy*. Ensure that outreach, engagement, and intervention are tailored to the unique cultural and linguistic characteristics of students and families in our schools. Interventions to develop the cultural literacy of the school might include the following: continuous development of specialized knowledge and understanding about the history, traditions, values, family systems, and artistic expressions of the diverse student and family groups that we serve, knowledge concerning services available in the community and the ability to make appropriate referrals for our diverse clients and, provide for the provision of information, referrals, and services in the language appropriate to the student and the family.

It is the intent of the Board of Education that a cohesive universal learning support system be fully integrated with other school and district program efforts to improve instruction and to maximize the use of resources within our community. Collaborative arrangements with community agencies shall be developed with a view to expanding the resources available to our students and their families to support the overall academic success of each child.

Adopted:

Berkeley Unified School District

Board Policy-5030.1

COMPREHENSIVE HEALTH EDUCATION

The Governing Board believes that health education should foster the knowledge, skills, and behaviors that students need in order to lead healthy, productive lives. The district's health education program shall teach personal responsibility for one's own lifelong mental and physical health, respect for and promotion of the health of others, the process for healthy growth and development, and informed use of health-related information, resources, and services.

Goals for the district's health education program shall be designed to promote student wellness and shall be developed in accordance with Board policy. Such goals shall include, but not be limited to, goals for nutrition, physical activity, and psychological/counseling services.

The district shall provide a planned, sequential, research-based, and age-appropriate health education curriculum for students in grades K-12. The content of health instruction shall be offered in accordance with law, Board policy, administrative regulation, and shall be aligned with state curriculum frameworks.

The Board intends for health education to be part of a coordinated school health system that links district, school, and community programs and services to promote the health and well-being of students in order to promote their success in school.

The Superintendent or designee shall provide periodic reports to the Board regarding the implementation and effectiveness of the district's health education program.

Adopted:

Berkeley Unified School District

Board Policy-5030.2

Healthy School Climate

The Board of Education of the Berkeley Unified School District, believes that healthy learning environment is one that is not only safe, clean, and well-maintained, but one that also supports and promotes a positive psychosocial climate, and respects the diversity of the student population and the dignity of each human being. A healthy school climate fosters school connectedness, reduces barriers to learning and enhances academic achievement.

A school's environment is the context that contains the multitude of activities on a campus and shapes the educational experience of all its members. Both the physical and psychosocial school environment influences the attitudes, feelings, and values of students and staff while on the school grounds or in the classroom. The Board recognizes that positive social relationships and attitudes about school are as important to the environment as are safe and well-kept buildings and grounds. Creating a healthy school environment requires the involvement of virtually everyone in the school—students, families, administrators, teachers, clerical, custodial and maintenance staff, school counselors, support staff, volunteers and nutrition services workers.

Each school staff member is required to attend to the physical and psychological safety of students, promote positive interpersonal relationships and recognize the needs of and promote the success of the individual student and all members of the school community.

The Superintendent, in collaboration with community and staff, shall ensure that yearly school plans and safety plans are developed that addresses the physical safety of students as well as their psychosocial growth and development. Yearly site assessments of the schools physical and social environment shall be conducted, and the Superintendent shall monitor the establishment of measurable goals and objectives designed to improve each school's physical and social environment.

Adopted:

Berkeley Unified School District

Board Policy-5030.4

Family and Community Involvement Policy

The Board of Education of the Berkeley Unified School District believes that a coordinated approach to school health must include a closer working relationship with parents/caregivers, schools and the community. Consequently, each school and District administration shall work with parents/caregivers, businesses, local health officials, and other community groups, to form coalitions that promote academic achievement by addressing physical and mental health needs of the whole child. Parents/caregivers and community members should be encouraged to participate in coordinated school health planning and oversight committees to insure that we effectively address barriers to learning for all children.

School facilities, to the extent practical, shall be available to the public during non-school hours for physical activity, fitness sessions, as well as family health seminars and social and recreational functions. School facilities may also be used as satellite clinics and social service offices during times appropriate to the learning environment.

Family and community members will be partners in planning, decision-making, and advocacy. Each school shall be required to establish a School Governance Council and a Comprehensive School Plan that address the needs of the whole child. We encourage full participation by parents/guardians/caregivers in decisions that affect their student's educational experiences, and that such input shall be heard honestly, fairly and without bias.

The District will assist personnel to understand and work effectively and collaboratively with our diverse families, acknowledging the unique histories, makeup and traditions of each family unit. We will communicate about school programs, student progress, and collaborative opportunities, through timely, innovative, effective school-to-home, home-to-school, and school-to-community methods.

The Board strongly supports and encourages the participation of families and community members on district-wide community advisory groups and/or decision-making bodies to help guide and coordinate our Universal Learning Support System and support our programs and policies. The Board encourages parents/caregivers and community members to become engaged as public school advocates

and partners in the educational process of all children in the Berkeley Unified City School District and to volunteer, in and about, the school community.

Adopted:



Berkeley Unified School District

U NIVERSAL
L EARNING
S UPPORT
S YSTEM

District Guidelines

BUSD Educational Services

2007-2008 School Year

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I. Definition of a Universal Learning Support System

The Universal Learning Supports System (ULSS, pronounced “Ulysses”) is a practice under implementation in the Berkeley schools to more effectively and universally address barriers to learning experienced by students. Under ULSS, all students shall receive appropriate learning supports, regardless of educational designation¹, when challenges first become apparent, in the least restrictive environment.

- Learning Supports, according to the California Department of Education are “the collection of resources (school, home, community), strategies and practices, and environmental and cultural factors in and extending beyond the regular classroom curriculum that together provide the physical, emotional and intellectual support that every child and youth needs to achieve high quality learning.”
- The phrase “all students” refers to any student in need of assistance beyond traditional classroom instruction and enrichment to support learning regardless of unique designations, circumstances, or diagnoses.
- The phrase “appropriate learning supports” signifies the use of interventions that target the specific challenges a student is facing.
- The phrase “when challenges first become apparent” refers to intervening as early as possible to increase the likelihood of positive outcomes and to prevent the escalation of student challenges.
- The phrase “least restrictive environment” means that, to the maximum extent appropriate: 1) all students are educated within the general educational environment at a school they are zoned to attend, and 2) special classes, separate schooling, or other removal of children with disabilities from the general educational environment occurs only when the student’s learning needs cannot be satisfactorily met through the use of supplementary aids and services within the general education classroom.

ULSS works to ensure that students who are having difficulties getting their learning needs met within the general classroom environment are identified and provided with appropriate support so they become successful. With an emphasis on supporting the whole child, ULSS calls for developing student support systems to address academic, behavioral, social-emotional, health-related, and environmental difficulties. In coordinating and providing effective supports for students, schools draw from a combination of four sources: 1) site owned or site developed services such as specialized reading, math, or mentoring programs, 2) interventions provided by special education staff members for students without IEPs, 3) school-based or school-linked services such as mental health, public health nursing or other school-agency collaborations, and

¹ i.e. a student with an IEP, or a student who qualifies for Title 1 services

4) the development and implementation of concrete strategies for classroom teachers and staff to utilize in the classroom to support a student or group of students.

II. ULSS Rationale

ULSS was created in response to conditions in BUSD that triggered an escalated need for intensive intervention services, without sufficient support systems in place to prevent student problems or address them early on. Such conditions are contrary to a substantial body of research which confirms that prevention and early intervention are far more effective in meeting student learning needs than intervention at the intensive level. The more intensive a student's learning needs are, the more resources it takes to meet those needs, and the less likely the student will successfully exit the intervention program. For many years BUSD has placed the majority of its intervention resources at the intensive end of the scale, and has experienced limited success with this approach.

For example, prior to ULSS, the most relied upon source of student learning supports was special education. In the absence of sufficient or appropriate learning support resources in general education for early intervention, many students who struggled fell significantly behind, yet continued to be served inadequately. This scenario contributed to a cultural pattern within the district of encouraging special education assessment and designation in order to get students help. While students must meet the legal criteria for special education designation, the lack of appropriate resources to intervene early within the general education program allowed the conditions for qualification to arise over time. This pattern led to a high percentage of students with Individualized Education Plans (IEPs); many of whom would have significantly benefited from the availability of effective interventions when they first began to struggle. The vast majority of these students have not exited special education.

Furthermore, the majority of intervention services prior to ULSS did not take the whole child into account; prioritizing traditionally delivered, academic supports, even when difficulties were rooted in social-emotional, health-related, cultural, and/or environmental causes. Frequently, for instance, students whose learning was challenged by behavioral or emotional difficulties received academic support in the absence of sufficient mental health or behavioral support.

Under ULSS, resources are being gradually shifted to enhance BUSD's capacity for providing prevention and early intervention services in a variety of areas to improve outcomes for students. This is a system-wide change process in which BUSD is engaged on several fronts, including: 1) developing a concrete infrastructure and service delivery framework through which ULSS can operate, 2) implementing a staffing model that allows special educators to support students who do not have or qualify for IEPs, 3) creating a new administrative office charged with building and coordinating school-community partnerships to support the whole child, 4) providing on-going staff development to strengthen the system, and 5) adding a ULSS component to school-wide plans for student achievement. Each of these elements of ULSS are described in Section IV, ULSS Implementation Components.

III. ULSS Outcomes, Guiding Principles, and Indicators of Success

The purpose of developing and implementing ULSS is to improve student outcomes district wide. ULSS was developed as an effort by BUSD to achieve the following key outcomes:

1. Children are healthy and ready to succeed in school.
2. All students have early access to quality learning supports when they are needed.
3. Students are engaged and feel safe and supported in school.
4. Schools are able to support the learning needs of all students.
5. The school system values and leverages family-school-community partnerships for student success.

With these outcomes in mind, ULSS was developed on the premise of the following guiding principles. Under ULSS, we believe:

- That school, home, and community resources together provide the Universal Learning Supports necessary to promote healthy development and address barriers to student learning.
- That a continuum of learning supports includes prevention, early intervention and intensive intervention when needed.
- In an integrated and seamless system of learning supports and services.
- That the continuum of services and service systems should be based upon and adapted from proven models.
- That all children, youth and families should have equal access to services and resources in proportion to their needs.
- That cultural competence must be integrated in all aspects of the system.
- In supporting student learning needs through an ecological approach that considers the interaction of family, community, school, economics, public systems, and biology on the well being of the child or youth.
- In taking an asset-based approach that builds on the skills, talents, strengths and resources of students and their families.
- That partnerships based on trust between schools and community service providers form the foundation of successful school communities.
- In a system that is outcome driven and where all key stakeholders are responsible and accountable for results.

Finally, the following indicators will help inform the success of ULSS implementation:

1. Improved student academic performance
2. Enhanced collaborative teaching and consultation between professionals of diverse educational backgrounds
3. Reduction in special education referrals
4. A continuum of learning support services (prevention, early intervention, and intensive intervention) available in the schools and district for all students regardless of educational designation.

IV. ULSS Implementation Components

Each of the following activities contributes to the systems change process that constitutes ULSS.

IV. A ULSS Infrastructure and Service Delivery Framework

BUSD staff lead: Lisa Warhuus, Manager of Integrated Resources

The ULSS infrastructure relies upon the creation of ULSS Teams at each site, and a ULSS Council convened by the district for purposes of training, oversight, and continuity across the system. The ULSS team is an anchoring point for ensuring the equitable distribution of learning supports for students as well as a critical point of contact for community agencies providing school-based and/or school-linked services. The ULSS Council is an entity through which the district and community organizations can disseminate information about new programs and services to ULSS team members, as well as obtain updated information about the support needs of BUSD students.

ULSS Teams

The ULSS Team is an interdisciplinary group of professionals who work at the sites and convene regularly to: 1) facilitate an annual or biannual screening of the learning status of all students, 2) develop the continuum of learning support resources to best meet the needs of the student population, 3) review universal referral forms and make decisions/recommendations regarding the assignment of learning supports to students, and 4) ensure that there is appropriate follow-up on student progress. Put simply, the ULSS team serves as a mechanism for ensuring that students who have learning needs that are difficult to address in the typical classroom setting are provided with the resources they need to be successful.

ULSS team members typically consist of a site administrator, special education teacher(s), one or more general education teachers, a student and family support coordinator (mental health person), and the SST coordinator. Public Health nurses from the City of Berkeley attend elementary school ULSS team meetings on a rotating basis. Depending upon existing positions, sites may also include the school counselor, psychologist, afterschool program coordinator, and parent liaison as ULSS team members. Depending on staffing and the use of screening methods

to identify students with learning support needs, sites vary with regards to the frequency and content of ULSS team meetings.

The ULSS team may recommend concrete strategies or educational programs for a student's classroom teachers or staff to employ in the general education environment. The team may also refer students to resources generated from one or more of the following sources: site owned or site developed services such as specialized reading or math programs; special education resources now open to students on a pre-referral basis as part of the inclusive education model; school-based or school-linked services such as mental health, public health nursing or other school-agency collaborations that are coordinated through the Office of Integrated Resources. The ULSS team is a critical connecting point for special educators and community providers to link in to the general education environment, thereby ensuring that their resources are allocated to students who need them the most. For this reason, community mental health providers are now required to participate on site ULSS teams as a critical component of their contracts.

The ULSS team coordination process is a pre-SST process (see "Student Success Team" below), designed to ensure that students are provided with needed support as soon as their difficulties become apparent. When utilized as intended, this proactive approach to providing learning supports reduces the total number of SSTs that a school site holds each year. It reserves that process for circumstances where a student's difficulties are ambiguous, and require a more intensive, collaborative brainstorm with the parent and others involved in order to develop a meaningful action plan to support the student.

ULSS Council

The ULSS Council consists of representatives from site ULSS teams, and is convened by the Office of Integrated Resources two to three times per year to assess learning support needs at school sites, provide technical assistance and training, identify system improvements needs, coordinate funding, and reflect on outcomes. Additional ULSS Council participants may include principals, Student Services and Ed Services staff, and representatives from community agencies providing school-based or school-linked services.

ULSS Service Delivery Flowchart

Figure A (following page) illustrates the delivery of learning supports to students under ULSS. What follows is an explanation of components displayed in bold.²

Universal, Data-Driven, Screening

The function of universal screenings is to identify the unique learning needs of students and to ensure that students in need of learning supports are identified and provided with appropriate services. Some of the screening methods being implemented in the schools include the following:

² ULSS Team has already been described above.

- Assessment walls tracking student progress. Individual student assessment data is posted in a common area (with disguised identifying information) where teachers can view it regularly. Regular meetings are scheduled in which teachers update and discuss student progress, and assign/design appropriate interventions.
- Snapshot meetings. Class-by-class discussions of the academic and developmental standing of each individual student. Participants in snapshot meetings will generally include the classroom teacher, learning support staff, and principal (a rotating sub may cover classrooms on screening days).
- Grade level meetings oriented to review student progress. Teachers meet in grade level groups to review the progress of students, with a focus on identifying intervention strategies that can be applied in the classroom. Students in need of more substantial learning supports are referred to the ULSS team, which then provides feedback to the grade level team and/or classroom teacher.

Universal Referral

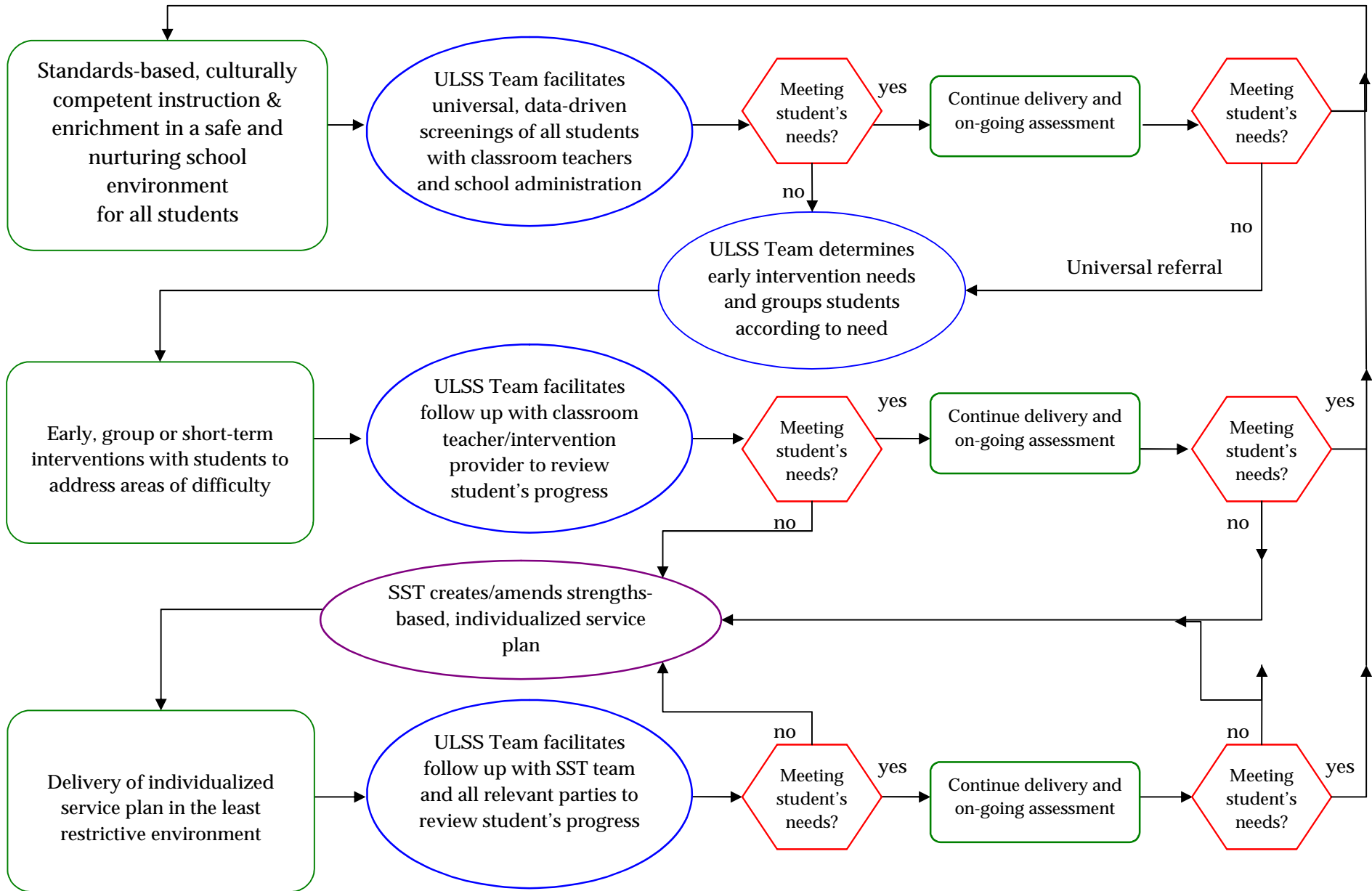
Universal referral is a process whereby teachers, staff, or a parent/guardian refers a student who appears to need learning supports beyond what is feasible within the general classroom environment to the ULSS team. Referrals are made using a referral form that informs the ULSS team about the concerns, student strengths, and suggested support options. The referral form asks users to reference any number of potential barriers to learning, including academic, emotional, social, environmental, and/or health. The ULSS team uses the information provided on the referral form to make a determination about the most suitable learning support for the student. Additionally, in aggregate, the referral forms help the ULSS team determine how learning supports may be best distributed within the school.

Student Success Team

The Student Success Team (SST, see also BUSD SST Manual) is a regular education, problem-solving, group process that is employed when a student is having difficulties in school, and when initial efforts by teachers, support staff, and/or parents to provide support have not made a sufficient impact. The SST is based on the assumption that the school, home, and community must work collectively, through a focus on the student's strengths, to eliminate barriers to learning. While the ULSS team is the first point of contact for referring students in need of enhanced support, an SST is a more critical intervention that is warranted when the ULSS team does not have sufficient information or experience with the child to create a meaningful service plan.

In the SST meeting, information about the student's strengths, difficulties, and responsiveness are exchanged. This exchange is followed by the development of one or more specific goals for the student, and an action plan with strategies that will support the student in meeting these goals. The SST follows up by ensuring that the action plan is implemented, monitoring the student's progress, and developing additional interventions if needed.

Figure A: ULSS Learning Support Delivery



IV. B. Special Education Reorganization

BUSD staff lead: Elaine Eger, Manager of Special Education

Special education is currently reorganizing its service delivery model. Rather than operating as a separate program, focusing on an exclusive and often segregated group of students, special education service providers will systematically integrate students into general education classrooms, offering specialized supports to any child who needs them at the time the student needs them. This reorganization of service delivery is guided by the following parameters.

1. Students are members of chronologically age-appropriate general education classrooms in their zone schools of attendance, or in schools of choice, participating in the same process as all other students for assignment in a zone.
2. Students move with peers to subsequent grades in school, as indicated by their IEPs.
3. Special classes exist in so far as they present ideal enrichment or intervention opportunities to meet unique student needs as determined by an SST or IEP team, and such classes continuously support a flow of students in need of its services in and out of its parameters.
4. SST and IEP facilitators, as well as the professional participants, are trained and practice an approach that recognizes the legitimacy of the parents' perspective as valid and critical to the development of a successful SST or IEP plan.
5. Disability label or severity of disability does not preclude involvement in inclusive schools.
6. The staff-to-student ratios for special education teachers and paraprofessionals are based on student needs and are at least equivalent to the ratios used previously in special classes or other segregated arrangements.
7. The special education and general education teachers collaborate to ensure:
 8. the students' natural participation as a regular member of the class,
 9. the systematic instruction of the students' IEP objectives,
 10. the differentiation and adaptation of core curriculum and materials to facilitate all students' participation and learning of standards-referenced goals and objectives as well as other critical skills (social, communicative), and
11. development and implementation of positive behavioral interventions to support students with challenging behaviors.
12. Supplemental instructional services (e.g., for communication, mobility skills, adapted PE) are provided to students in classrooms and community settings through a transdisciplinary team approach.
13. Regularly scheduled collaborative planning meetings are held with general education staff, special education staff, families and related service staff in attendance as indicated, in order

to support initial and ongoing program development and monitoring.

14. Plans are developed for the transition of students to subsequent grades and schools of attendance.
15. Effective instructional strategies (e.g., differentiated instruction, cooperative learning, teaching to multiple intelligences, employing universal design principles, infusing technology) are supported and fostered in the general education classroom.
16. Classrooms promote student responsibility for learning through strategies such as student-led conferences, classroom meetings, student involvement in IEPs and planning meetings.
17. Ability awareness education is provided to staff, students and families at the school site through formal or informal means.
18. Natural peer supports are facilitated among students, as are instructional arrangements that decrease reliance on paraprofessionals.
19. Ongoing personnel development needs for all members of the school community are identified and addressed.

A goal of all educators is success. Identified success in a unified school district setting is graduation from high school with skills that will enable students to become productive members of the adult world in whatever capacity suits the individual. When students are educated with peers the evolution to independence is supported. As the focus moves towards supporting students and assisting them in recognizing personal strengths and weaknesses, a system of self-advocacy can be developed that will give all students a life long skill. Recognition of needs, learning styles and self-advocacy will build self-confidence and foster independence. Furthermore, this recognition will encourage an appreciation for others' differences, and promote a community of learners and a fellowship of support. As such, all students can be expected to benefit from an authentic and rich educational experience in a truly diverse classroom.

IV. C. Office of Integrated Resources

BUSD staff lead: Lisa Warhuus, Manager of Integrated Resources

The Office of Integrated Resources (OIR) was formed in Fall 2005 to enhance the availability and delivery of learning supports in the schools through community partnerships. The OIR is working specifically to: 1) build interagency and community partnerships to expand learning support resources, and 2) manage specific, district-owned programs that provide or enhance learning supports in the schools (parent outreach, 504 system, SST process, ULSS infrastructure development).

Based on a thorough assessment of learning support resources and the needs of students in the schools, the OIR is presently emphasizing the development of school-community partnerships to enhance ULSS case coordination, mental health services (prevention, early intervention, and

intensive intervention), public health services, and parent and family support. By expanding and improving these services, particularly at the levels of prevention and early intervention, a broader array of supports are becoming available to meet student needs.

IV. D. Staff Development

BUSD staff lead: Sharon Friedman, Coordinator of Staff Development and Assessment

Implementing ULSS requires significant changes to school culture and teaching practices. Schools need support in their efforts to embody a more inclusive and prevention/early intervention oriented approach to addressing student learning needs. Initial ULSS trainings facilitated by the Office of Integrated Resources focused on the development of the ULSS system at the sites, assessing student needs and organizing resources accordingly, and integrating mental health and health into ULSS work. The Inclusive Education Advisory panel (see below), has developed several ULSS training modules which they deliver to school sites that request them. These modules address such issues as differentiation of instruction, Positive Behavioral Supports, and collaborative teaching practices. A critical staff development need that is emerging involves helping schools to effectively utilize research-based programs and practices that have the proven ability to meet specific learning needs. BUSD is initiating work in this area in the current school year by developing a district-wide inventory of research-based learning support programs currently available in the schools.

IV. E. School Site Plans for Academic Achievement

BUSD staff lead: Neil Smith, Assistant Superintendent of Educational Services

Every site's School Governance Council develops a school plan under the leadership of the principal. The document outlines instructional goals, strategies, and provides justification for site resource allocation. Since Spring 2006, BUSD has asked the K-8 schools to address three specific goals in their plans. One of these goals, implement interventions that address barriers to learning, was designed specifically to ensure that schools would work toward the implementation of various components of ULSS. As such, on an annual basis, each School Governance Council (SGC) now reviews or develops objectives pertaining to how their ULSS systems are operating, ensuring that ULSS enhancements are implemented over time.

V. ULSS Community Advisory Partnerships

While ULSS provides a general framework for the management and delivery of learning supports, there are specific content areas that must be addressed more thoroughly to ensure that student learning needs are properly addressed. Presently, there are two community advisory groups, the Inclusive Education Advisory Panel and the Schools Mental Health Partnership, that are working to develop a more comprehensive framework for specific elements of ULSS. The work of these advisory groups is described in greater detail below. Their

relationship to the overall development of ULSS is illustrated in Figure C (following page). As ULSS evolves, there are likely to be new groups forming to address various content areas.³

V.A. The Inclusive Education Advisory Panel

The Inclusive Education Advisory Panel is an advisory group to the Superintendent that makes recommendations specific to the re-organization of special education, to ensure that students are provided high quality, preventive, early and intensive interventions, in the least restrictive environment. Panel members include parents, teachers, site and district administrators, and educational specialists. The panel is currently working on developing concrete modules describing various aspects of ULSS as they relate to special education, to help educate and inform BUSD administrators, teachers, parents and the community.

V.B. The Berkeley Schools Mental Health Partnership

The Berkeley Schools Mental Health Partnership (SMHP) is an interagency collaboration committed to building a comprehensive system of school-based and school-linked mental health care, for the purpose of ensuring that all Berkeley students have access to the social and emotional support they need for healthy development and school success. Critical to this mission is a focus on building positive social and emotional supports for all students by creating school environments in which students and staff can thrive. Current SMHP partners include BUSD, the Berkeley Alliance, City of Berkeley Mental Health, City of Berkeley Public Health, the Zero to Five Action Team of the Berkeley Integrated Resources Initiative, and school-based mental health providers. The SMHP is facilitated through the Office of Integrated Resources. The SMHP has recently completed a comprehensive strategic plan for a school mental health system that is well-aligned with the principles of ULSS. Implementation is currently under implementation.

VI. ULSS Implementation Goals: 2007-2008 School Year

Schools

The schools are at different levels of readiness regarding ULSS implementation. While some schools have already phased in various elements of ULSS, others are just getting started. The following goals for the schools are designed flexibly, such that schools can create their priorities based upon their available resources and degree of readiness. District support will be given for each item.

- Identify and implement feasible, school-year objectives to better meet the diverse needs and capabilities of students within the general education environment.

³ Examples of ULSS relevant issues that might be addressed more in depth include health, wellness and nutrition supports, afterschool programming, and youth employment and development.

- Strengthen the capacity of the ULSS Team to effectively: 1) utilize a universal screening process, 2) implement a universal referral system, and 3) provide meaningful feedback to teachers and parents.
- Develop capacity to effectively utilize research-based programs and practices that have the proven ability to meet specific learning needs. BUSD is initiating work in this area in the current school year by developing an inventory of research-based programs and practices currently in use at the schools.

District

BUSD's central office will support the school-site initiatives and the overall implementation of ULSS in the following ways.

- Sustain special education staffing in the schools with lowered caseloads such that teachers can better collaborate with classroom teachers, provide services in the general education environment, and help support the coordination of services efforts (lead: Elaine Eger, Felton Owens).
- Develop a district-wide inventory of research-based learning support programs currently available in the schools (lead: Educational Services Team).
- Provide technical assistance to the schools on developing and implementing school-year objectives for improving the effectiveness of ULSS teams and learning support resource delivery (lead: Lisa Warhuus).
- Convene the ULSS Council to address training needs and support continuity across the system. (lead: Lisa Warhuus).
- Enhance the availability and use of mental health and public health services to support ULSS (lead: Lisa Warhuus).
- Expand participation of community mental health providers on ULSS Teams and SSTs to support case management and provide service linkages (lead: Lisa Warhuus).
- Enhance staff development to the schools to strengthen ULSS implementation (lead: Sharon Friedman).
- Evaluate progress of school plans as they pertain to implementation of ULSS relevant items (lead: Neil Smith)

VII. ULSS Toolkit

This section contains documents to be used in the ULSS process. Most of these documents are intended to be photocopied on both sides of a page.

- School-Site ULSS Implementation Checklist, 2007-2008
- BUSD Elementary School Screening Summary
- BUSD Middle School Screening Summary
- ULSS Referral Form
- SST Summary Form and Brainstorm Sheet (See also BUSD SST manual)
- BUSD Universal Consent for School-Based Services Form
- BUSD Universal Consent for School-Based Services Form (Spanish)
- BUSD Information Release/Exchange of Information Form (for ULSS teams)

Hawaii's Legislation for its *Comprehensive Student Support System*

S.B. NO. 519 – TWENTIETH LEGISLATURE, 1999 STATE OF Hawaii A Bill for an Act Relating to a Comprehensive Student Support System

DESCRIPTION: Requires the department of education to establish a comprehensive student support system (CSSS) in all schools to create a school environment in which every student is cared for and respected.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

SECTION 1. The legislature finds that the goal of the superintendent of education's success compact program is total support for every student, every time; every school, every time; and every community, every time. This integrated model focuses on the student and identifies the importance of literacy for every student, every time. To fulfill government's obligation to the children of this State, the superintendent, the board of education, the governor, and the legislature must reach every student, school, and community by realigning and redefining existing services and programs into a comprehensive student support system that systematically strengthens students, schools, and communities rather than by impulsively responding to crisis after crisis. It is the legislature's intention to create the comprehensive student support system from existing personnel and programmatic resources, i.e., without the need for additional or new appropriations.

The comprehensive student support system is a coordinated array of instructional programs and services that, as a total package, will meet the needs of traditional and nontraditional learners in school and community settings. This package takes what works, improves on others, and creates new avenues to services. The result will be customized support throughout a student's K-12 educational career. These services will include developmental, academic core, preventive, accelerated, correctional, and remedial programs and services. Linkages with other organizations and agencies will be made when services needed are beyond the purview of the department of education.

To achieve in school, students need to be wanted and valued. They need a positive vision of the future. They need safe, orderly schools, strong community support, high-quality care, and adults they can trust. Students often become alienated because they may not feel worthy, they may not have a supportive home or opportunities to learn to care, or they may not be successful in handling frustrations, or have good experiences in school. They may not see relevance to their education or have positive role models or may not have access to support services. Consequently, the superintendent, the board of education, the governor, and the legislature need to ensure that each student can read, write, and relate effectively, has self-worth, has meaning-based learning opportunities, and has positive support networks from other students, teachers, and members of the school community.

The legislature finds that the generalized school support groups and individualized student support teams created by the comprehensive student support system can give parents what they and their children want most from government -- schools that are safe, and where the environment is focused on teaching and learning. The educational climate in Hawaii's public schools, as measured by average class and school size, absenteeism, tardiness, classroom misbehavior, lack of parental involvement, and other indicators, suggests that the time to implement the success compact program and the comprehensive student support system is today--not tomorrow when the State's economy might improve. According to the 1999 "Education Week, Quality Counts" survey, the educational climate in the State's public

schools, given the grade of "F" (as in failed), would be hard pressed to get any worse than it already is.

The legislature's objective is to ensure that every student will become literate, confident, and caring, and be able to think critically, solve problems, communicate effectively, and function as a contributing member of society. The purpose of this Act is to authorize the department of education to establish a comprehensive student support system to meet this objective.

SECTION 2. Chapter 302A, Hawaii Revised Statutes, is amended by adding a new part to be appropriately designated and to read as follows:

"PART . COMPREHENSIVE STUDENT SUPPORT SYSTEM

A. General Provisions

§§302A-A Establishment of comprehensive student support system. There is established within the department and for all schools the comprehensive student support system.

§§302A-B Description of the comprehensive student support system.

(a) The comprehensive student support system establishes a school environment in which every student is cared for and respected. The comprehensive student support system is teacher-driven because teachers know students better than anyone in the department. The foundation of the comprehensive student support system is the school support group, in which groups of teachers and students become familiar with each other and share experiences, ideas, problems, and concerns that allow them to support one another. Every student shall belong to a group of teachers and students who will care about them and who will be the first to respond to their support needs.

(b) When students are deemed by their teachers and counselors in the school support groups to need special services and programs, supports shall be customized to address each student's needs so the individual can satisfactorily benefit from classroom instruction.

(c) A coordinated and integrated student support system:

(1) Avoids duplication and fragmentation of services, and ensures that services are timely; (2) Involves the use of formal and informal community supports such as churches and ethnic and cultural resources unique to the student and family.

(d) The comprehensive student support system shall be focused on the strength of the student and the student's family, and create a single system of educational and other support programs and services that is student-, family-, and community- based.

(e) The comprehensive student support system shall allow for the integration of:

(1) Personal efforts by teachers and students to support each other within the school support groups, including the support of parents and counselors where needed;

(2) Educational initiatives such as alternative education, success compact, school-to-work opportunities, high schools that work, after-school instructional program, and the middle school concept; and

(3) Health initiatives such as early intervention and prevention, care coordination, coordinated service planning, nomination, screening, and evaluation, staff training, service array, and service testing.

This integration shall work to build a comprehensive and seamless educational and student support system from kindergarten through high school.

§§302A-C Student support array.

(a) A student's social, personal, or academic problems shall be initially addressed through the school support group structure that involves interaction between student and student, student and adult, or adult and adults. Teachers, family, and other persons closely associated

with a student may be the first to begin the dialogue if the student has needs that can be addressed in the classroom or home.

(b) Through dialogue within the school support group or with parents, or both, the teacher shall implement classroom accommodations or direct assistance shall be provided to address students' needs. Other teachers and school staff shall also provide support and guidance to assist families and students. These activities shall be carried out in an informal, supportive manner.

(c) School programs shall be designed to provide services for specific groups of students. Parents and families, teachers, and other school personnel shall meet as the student's support team to discuss program goals that best fit the individual student's needs. Regular program evaluations shall be used to keep the regular teacher and parents involved.

(d) When a student's needs require specialized assessment or assistance, a request form shall be submitted to the school's core team. One of the identified members of the core team shall serve as the interim coordinator who will organize and assemble a student support team. A formal problem solving session shall be held and a plan developed. Members of this student support team may include teachers, counselors, parents and family, and other persons knowledgeable about the student or programs and services. One or more members may assist in carrying out the plan. For the purposes of this section, "core team" refers to the faculty members comprising a school support group. "Core team" does not include persons who are only physically located at a school to facilitate the provision of services to the school complex.

(e) When the needs of the student and family require intensive and multiple supports from various agencies, the student support team shall develop a coordinated service plan. A coordinated service plan shall also be developed when two or more agencies or organizations are involved equally in the service delivery. A care coordinator shall be identified to coordinate and integrate the services.

(f) The comprehensive student support system shall recognize and respond to the changing needs of students, and shall lend itself to meet the needs of all students to promote success for each student, every time.

§§302A-D Mission and goals of the comprehensive student support system.

(a) The mission of the comprehensive student support system shall be to provide all students with a support system so they can be productive and responsible citizens.

(b) The goals of the comprehensive student support system shall be to:

(1) Involve families, fellow students, educators, and community members as integral partners in the creation of a supportive, respectful, learning environment at each school;

(2) Provide students with comprehensive, coordinated, integrated, and customized supports that are accessible, timely, and strength-based so they can achieve in school; and

(3) Integrate the human and financial resources of relevant public and private agencies to create caring communities at each school.

§§302A-E Classroom instruction component of the comprehensive student support system.

(a) "Classroom instruction" includes education initiatives and programs directed to all students such as success compact, school-to-work opportunities, high schools that work, after-school instructional program, and general counseling and guidance activities.

(b) Classroom instruction shall emphasize literacy development through hands-on, contextual learning that recognizes diversity in student needs, and shall be provided through coordinated and integrated instructional programs and services that are articulated among teachers in all grade levels in the school.

(c) Classroom instruction shall be guided by the Hawaii content and performance standards, assessed by student performances, and guided by teachers and other service providers who clearly exhibit caring and concern towards students. The ultimate outcome of classroom instruction shall be students who can read, compute, think, communicate, and relate.

(d) Students shall learn from each other and build a community of learners who care about each other. All schools shall incorporate success compact and the teaming of teachers with students into groups that result in a greater caring environment in a more personalized group setting. Every student shall belong to a group of teachers and students who care about them. These groups shall be the first to respond to students in need of support.

§§302A-F Management component of the comprehensive student support system. Management functions, for example, planning, budgeting, staffing, directing, coordinating, monitoring, evaluating, and reporting, shall organize the instructional and student support components to maximize the use of limited resources. The comprehensive student support system, management component, shall be consistent with and complement school/community-based management. The management of resources and services shall be integrated and collaborative.

§§302A-G Classroom, school, family, and community settings under the comprehensive student support system.

(a) Teachers shall work with students to provide informal assistance as needed.

(b) Other caring adults in the school shall be available to work together and provide support and assistance to students, parents, and teachers. The student support team shall convene when a student requires support for more complex needs.

(c) Family strengths, resources, and knowledge shall be an integral part of a student support team.

(d) Resources with expertise in various areas of child development shall be included in providing services that enhance the quality of customized services when needed.

§§302A-H Student support team.

(a) "Student support team" includes the student, family, extended family, close family friends, school, and other related professionals and agency personnel who are knowledgeable about the student or appropriate teaching methods, and programs and services and their referral processes. "Student support team" includes the parent and family at the outset of the planning stage and throughout the delivery of support.

(b) If community programs and services become necessary to address needs that are not being met by existing supports within the school, then professionals with specific expertise who are not located at the school shall be contacted by a designated student support team member, and may become additional members of the student support team.

(c) A student support team's general responsibilities shall include functions such as assessing student and family strengths and needs, identifying appropriate services, determining service and program eligibility, and referring to or providing services, or both. A student support team shall have the authority and resources to carry out decisions and follow-up with actions. The responsibilities of the student support team shall be determined by the issues involved and the supports and services needed.

(d) Each profession or agency involved shall adhere to its particular ethical responsibilities. These responsibilities shall include:

(1) The ability to work as members of a team;

(2) Actively listen;

(3) Develop creative solutions; enhance informal supports;

(4) Arrive at a mutually acceptable plan; and

(5) Integrate and include the family's views, input, and cultural beliefs into the decision-making process and plan itself.

(e) Student support teams may focus on the following activities:

(1) Working with the classroom teacher to plan specific school-based interventions related to specific behavior or learning needs, or both;

(2) Participating in strength-based assessment activities to determine appropriate referrals and eligibility for programs and services;

(3) Ensuring that preventive and developmental, as well as intervention and corrective, services are tailored to the needs of the student and family, and provided in a timely manner;

(4) Facilitating the development of a coordinated service plan for students who require support from two or more agencies. The service plan shall incorporate other plans such as the individualized education plan, modification plan, individual family service plan, and treatment plan. A designated care coordinator shall monitor the coordination and integration of multi-agency services and programs, delivery of services, and evaluation of supports; and

(5) Including parents and families in building a community support network with appropriate agencies, organizations, and service providers.

B. Implementation

§§302A-I School level implementation of the comprehensive student support system.

(a) School-communities may implement the comprehensive student support system differently in their communities; provided that, at a minimum, the school-communities shall establish both school support groups and student support teams in which all students are cared for.

(b) All school-communities shall design and carry out their own unique action plans that identify items critical to the implementation of the comprehensive student support system at the school level using the state comprehensive student support system model to guide them. The local action plan may include:

(1) Information about school level policies, guidelines, activities, procedures, tools, and outcomes related to having the comprehensive student support system in place;

(2) Roles of the school support group and student support team;

(3) Roles of the school level cadre of planners;

(4) Partnerships and collaboration;

(5) Training;

(6) Identification, assessment, referral, screening, and monitoring of students;

(7) Data collection; and

(8) Evaluation.

(c) If there are existing action plans, projects, or initiatives that similarly address the comprehensive student support system goals, then the cadre of planners shall coordinate and integrate efforts to fill in the gaps and prevent duplication.

(d) The action plan shall be an integral part of the school's school improvement plan, not separated but integrated.

§§302A-J Complex level implementation of the comprehensive student support system. The comprehensive student support system shall be supported at the school complex level. A school-complex resource teacher shall provide staff support, technical assistance, and training to school-communities in each school complex in the planning and implementation of comprehensive student support system priorities and activities.

§§302A-K State level implementation of the comprehensive student support system.

(a) The department shall facilitate the process of bringing other state departments, community organizations, and parent groups on board with the department and allow line staff to work collaboratively in partnerships at the school level.

(b) The department, at the state level in partnership with other agencies, shall provide on-going professional development and training that are especially crucial in this collaborative effort.

(c) The department shall facilitate the procurement of needed programs and services currently unavailable or inaccessible at school sites.

(d) The department shall be responsive to complex and individual school needs.

C. Evaluation

§§302A-L Purpose of evaluating the comprehensive student support system.

- (a) The department shall evaluate the comprehensive student support system to:
- (1) Improve the further development and implementation of the comprehensive student support system;
 - (2) Satisfy routine accountability needs; and
 - (3) Guide future replication and expansion of the comprehensive student support system.
- (b) Successful program development and implementation shall result in:
- (1) Improved prevention and early intervention support;
 - (2) Coordinated services made possible through cross-discipline, cross-agency teams with a problem-solving, collaborating orientation;
 - (3) Promotion of pro-social skills;
 - (4) Increased family involvement in collaborative planning to meet the needs of students;
 - (5) Development of schools' capacity to assess and monitor progress on the program's objectives through the use of specially developed educational indicators; and
 - (6) Successful long and short-term planning integrated with school improvement plans.

§§302A-M Outcomes expected of the comprehensive student support system. The outcomes expected of the comprehensive student support system are:

- (1) Increased attendance;
- (2) Improved grades;
- (3) Improved student performance, as measured by established content and performance standards;
- (4) A substantial increase in parental participation; and
- (5) At the secondary level, increased participation in extracurricular activities."

SECTION 3. If any provision of this Act, or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of the Act which can be given effect without the invalid provision or application, and to this end the provisions of this Act are severable.

SECTION 4. In codifying the new sections added to chapter 302A, Hawaii Revised Statutes, by section 2 of this Act, the revisor of statutes shall substitute appropriate section numbers for the letters used in the new sections' designations in this Act.

SECTION 5. This Act shall take effect on January 1, 2000.

Online at: http://www.capitol.hawaii.gov/session1999/bills/sb519_.htm

Introduced by Senator YeeFebruary 15, 2007

An act to add Chapter 6.2 (commencing with Section 52060) to Part 28 of Division 4 of Title 2 of the Education Code, relating to pupils.

LEGISLATIVE COUNSEL'S DIGEST

SB 288, as introduced, Yee. Pupils: comprehensive learning support system.

Existing law establishes various educational programs for pupils in elementary, middle, and high school to be administered by the State Department of Education.

This bill would establish the Comprehensive Pupil Learning Support System, a pilot program, to ensure that each pupil will be a productive and responsible learner and citizen. The bill would require the department to administer and implement the program through funds that are made available to the department for the purposes of the program. The bill would require the department to adopt regulations to implement the program.

The bill would require each elementary, middle, and high school involved in the pilot program to develop an individual schoolsite plan based on guidelines to be developed by the department. The bill would require each individual schoolsite plan to, among other things, enhance the capacity of each school to handle transition concerns confronting pupils and their families, enhance home involvement, provide special assistance to pupils and families, and incorporate outreach efforts to the community.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. The Legislature hereby finds and declares all of
2 the following:

3 (a) The UCLA Center for Mental Health in Schools, the WestEd
4 Regional Educational Laboratory, the State Department of
5 Education, and other educational entities have adopted the concept
6 of learning support within ongoing efforts to address barriers to
7 pupil learning and enhance the healthy development of children.

8 (b) Learning supports are the resources, strategies, and practices
9 that provide physical, social, emotional, and intellectual supports
10 intended to enable all pupils to have an equal opportunity for
11 success at school. To accomplish this goal, a comprehensive,
12 multifaceted, and cohesive learning support system should be
13 integrated with instructional efforts and interventions provided in
14 classrooms and schoolwide to address barriers to learning and
15 teaching.

16 (c) There is a growing consensus among researchers,
17 policymakers, and practitioners that stronger collaborative efforts
18 by families, schools, and communities are essential to pupil
19 success.

20 (d) An increasing number of American children live in
21 communities where caring relationships, support resources, and a
22 profamily system of education and human services do not exist to
23 protect children and prepare them to be healthy, successful, and
24 resilient learners.

25 (e) Especially in those communities, a renewed partnership of
26 schools, families, and community members must be created to
27 design and carry out system improvements to provide the learning
28 support required by each pupil to succeed in school.

29 (f) Learning support is the collection of resources, strategies
30 and practices, and environmental and cultural factors extending
31 beyond the regular classroom curriculum that together provide the
32 physical, emotional, and intellectual support that every pupil needs
33 to achieve high-quality learning.

34 (g) A school that has an exemplary learning support system
35 employs internal and external supports and services needed to help
36 pupils become good parents, good neighbors, good workers, and
37 good citizens of the world.

1 (h) The overriding philosophy is that educational success,
2 physical health, emotional support, and family and community
3 strength are inseparable.

4 (i) To implement the concept of learning supports, the state
5 must systematically realign and redefine new and existing resources
6 into a comprehensive system that is designed to strengthen pupils,
7 schools, families, and communities rather than continuing to
8 respond to these issues in a piecemeal and fragmented manner.

9 (j) Development of learning supports at every school is essential
10 in complying with the requirements of the federal No Child Left
11 Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and the federal
12 Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400
13 et seq.). This includes the enhancement of academic performance,
14 the reduction of pupil absences, behavioral problems, inappropriate
15 referrals for special education, and the number of pupils dropping
16 out of schools. The state needs to ensure that each pupil is able to
17 read, write, and relate effectively, has self-worth, has
18 meaning-based learning opportunities, and has positive support
19 networks from their peers, teachers, pupil support professionals,
20 family members, and other school and community stakeholders.

21 (k) It is essential that each pupil becomes literate, confident,
22 caring, and capable of thinking critically, solving problems,
23 communicating effectively, and functioning as a contributing
24 member of society.

25 (l) The educational climate in the public schools of the state —
26 as measured by problems such as overcrowded schools,
27 absenteeism, increasing substance and alcohol abuse, school
28 violence, sporadic parental involvement, dropouts, and other
29 indicators — suggests that the state is in immediate need of a
30 learning support system.

31 (m) A learning support system should encompass school-based
32 and school-linked activities designed to enable teachers to teach
33 and pupils to learn. It should include a continuum of interventions
34 that promote learning and development, prevent or provide an
35 early response to problems, and provide correctional, and remedial
36 programs and services. In the aggregate, a learning support system
37 should create a supportive and respectful learning environment at
38 each school.

39 (n) A learning support system should serve as a primary and
40 essential component at every school, be designed to support

1 learning and provide each pupil with an equal opportunity to
2 succeed at school, and be fully integrated into all school
3 improvement efforts.

4 (o) The State Department of Education, other state agencies,
5 local school districts, and local communities all devote resources
6 to addressing learning barriers and promoting healthy development.
7 Too often these resources are deployed in a fragmented,
8 duplicative, and categorical manner that results in misuse of sparse
9 resources and a failure to reach all the pupils and families in need
10 of support. A learning support system will provide a unifying
11 concept and context for linking with other organizations and
12 agencies as needed and can be a focal point for integrating school
13 and community resources into a comprehensive, multifaceted, and
14 cohesive component at every school.

15 (p) It is the intent of the Legislature that the Comprehensive
16 Pupil Learning Support System (CPLSS) be fully integrated with
17 other efforts to improve instruction and focused on maximizing
18 the use of resources at individual schools and at the district level.
19 It is further the intent of the Legislature that collaborative
20 arrangements with community resources be developed with a view
21 to filling any gaps in CPLSS components.

22 SEC. 2. Chapter 6.2 (commencing with Section 52060) is added
23 to Part 28 of Division 4 of Title 2 of the Education Code, to read:
24

25 CHAPTER 6.2. COMPREHENSIVE PUPIL LEARNING SUPPORT
26 SYSTEM
27

28 52060. (a) There is hereby established the Comprehensive
29 Pupil Learning Support System (CPLSS) pilot program to
30 accomplish all of the following objectives:

- 31 (1) Provide pupils with a support system so as to ensure that
32 they will be productive and responsible learners and citizens.
- 33 (2) Increase the success of the federal No Child Left Behind
34 Act of 2001 (20 U.S.C. Sec. 6301 et seq.) in reducing the
35 achievement gap among pupils in the state.
- 36 (3) Address the findings of the Harvard University Civil Rights
37 Project, including the difference in the high school graduation rate
38 of 71 percent for all pupils in California and the rate of 41 percent
39 for pupils who are of certain minority groups.
- 40 (4) Address the plateau effect of current pupil test scores.

1 (b) The CPLSS shall ensure that pupils have an equal
2 opportunity to succeed academically in a supportive, caring,
3 respectful, and safe learning environment.

4 (c) The goals described in paragraphs (1) to (4), inclusive, of
5 subdivision (a) shall be accomplished by involving pupils, teachers,
6 pupil support professionals, family members, and other school and
7 community stakeholders in the development, daily implementation,
8 monitoring, and maintenance of a learning support system at every
9 school and by integrating the human and financial resources of
10 relevant public and private agencies.

11 52061. The department, in collaboration with participating
12 school districts, knowledgeable stakeholders, experts from
13 institutions of higher education, and communities, shall facilitate
14 the establishment of the CPLSS by doing all of the following:

15 (a) Developing guidelines and strategic procedures to assist the
16 establishment of the CPLSS component at each school.

17 (b) Providing ongoing technical assistance, leadership training,
18 and other capacity building supports.

19 (c) Rethinking the roles of pupil services personnel and other
20 support staff for pupils and integrating their responsibilities into
21 the educational program in a manner that meets the needs of pupils,
22 teachers, and other educators.

23 (d) Detailing procedures for establishing infrastructure
24 mechanisms between schools and school districts.

25 (e) Coordinating with other state, local, and community agencies
26 that can play a role in strengthening the CPLSS.

27 (f) Ensuring that the CPLSS is integrated within the organization
28 of participating schools, school districts, and the department in a
29 manner that reflects the individual schoolsite plans developed by
30 schools pursuant to subdivision (a) of Section 52062.

31 (g) Enhancing collaboration between state and local agencies
32 and other relevant resources to facilitate local collaboration and
33 integration of resources.

34 (h) Including an assessment of the CPLSS in all future school
35 reviews and accountability reports.

36 52062. (a) Each elementary, middle, and high school involved
37 in the pilot program shall establish a school-community council
38 of stakeholders to develop a CPLSS component of its individual
39 schoolsite plan based on the assessed needs and strengths of the

1 school, including a school action plan based on the guidelines
2 developed by the department pursuant to Section 52061.

3 (b) Each component of the individual schoolsite plan pursuant
4 to subdivision (a) shall be developed with the purpose of doing all
5 of the following:

6 (1) Enhance the capacity of teachers to address problems, engage
7 and reengage pupils in classroom learning, and foster social,
8 emotional, intellectual, and behavioral development by ensuring
9 that teacher training and assistance includes strategies for better
10 addressing learning, behavioral, and emotional problems within
11 the context of the classroom. Interventions pursuant to this
12 paragraph may include, but not be limited to, all of the following:

13 (A) Addressing a greater range of pupil problems within the
14 classroom through an increased emphasis on strategies for positive
15 social and emotional development, problem prevention, and
16 accommodation of differences in the motivation and capabilities
17 of pupils.

18 (B) Classroom management that emphasizes reengagement of
19 pupils in classroom learning and minimizes over-reliance on social
20 control strategies.

21 (C) Collaboration with pupil support staff and parents or
22 guardians in providing additional assistance to foster enhanced
23 responsibility, problemsolving, resilience, and effective
24 engagement in classroom learning.

25 (2) Enhance the capacity of schools to handle transition concerns
26 confronting pupils and their families by ensuring that systems and
27 programs are established to provide supports for the many
28 transitions pupils, their families, and school staff encounter.
29 Interventions pursuant to this paragraph may include, but are not
30 limited to, all of the following:

31 (A) Welcoming and social support programs for newcomers.

32 (B) Before, during, and after school programs to enrich learning
33 and provide safe recreation.

34 (C) Articulation programs to support grade transitions.

35 (D) Addressing transition concerns related to vulnerable
36 populations, including, but not limited to, those in homeless
37 education, migrant education, and special education programs.

38 (E) Vocational and college counseling and school-to-career
39 programs.

40 (F) Support in moving to postschool living and work.

1 (G) Outreach programs to reengage truants and dropouts in
2 learning.

3 (3) Respond to, minimize the impact of, and prevent crisis by
4 ensuring that systems and programs are established for emergency,
5 crisis, and followup responses and for preventing crises at a school
6 and throughout a complex of schools. Interventions pursuant to
7 this paragraph may include, but are not limited to, all of the
8 following:

9 (A) Establishment of a crisis team to ensure immediate response
10 when emergencies arise, and to provide aftermath assistance as
11 necessary and appropriate so that pupils are not unduly delayed in
12 reengaging in learning.

13 (B) Schoolwide and school-linked prevention programs to
14 enhance safety at school and to reduce violence, bullying,
15 harassment, abuse, and other threats to safety in order to ensure a
16 supportive and productive learning environment.

17 (C) Classroom curriculum approaches focused on preventing
18 crisis events, including, but not limited to, violence, suicide, and
19 physical or sexual abuse.

20 (4) Enhance home involvement by ensuring that there are
21 systems, programs, and contexts established that lead to greater
22 parental involvement to support the progress of pupils with
23 learning, behavioral, and emotional problems. Interventions
24 pursuant to this paragraph may include, but are not limited to, all
25 of the following:

26 (A) Addressing specific needs of the caretakers of a pupil,
27 including, but not limited to, providing ways for them to enhance
28 literacy and job skills and meet their basic obligations to the pupils
29 in their care.

30 (B) Reengaging homes that have disengaged from school
31 involvement.

32 (C) Improved systems for communication and connection
33 between home and school.

34 (D) Improved systems for home involvement in decisions and
35 problemsolving affecting the pupil.

36 (E) Enhanced strategies for engaging parents or guardians in
37 supporting the basic learning and development of their children
38 to prevent or at least minimize learning, behavioral, and emotional
39 problems.

1 (5) Outreach to the community in order to build linkages by
2 ensuring that there are systems and programs established to provide
3 outreach to and engage strategically with public and private
4 community resources to support learning at school of pupils with
5 learning, behavioral, and emotional problems. Interventions
6 pursuant to this paragraph may include, but are not limited to, all
7 of the following:

8 (A) Training, screening, and maintaining volunteers and mentors
9 to assist school staff in enhancing pupil motivation and capability
10 for learning.

11 (B) Job shadowing and service learning programs to enhance
12 the expectations of pupils for postgraduation employment
13 opportunities.

14 (C) Enhancing limited school resources through linkages with
15 community resources, including, but not limited to, libraries,
16 recreational facilities, and postsecondary educational institutions.

17 (D) Enhancing community and school connections to heighten
18 a sense of community.

19 (6) Provide special assistance for pupils and families as
20 necessary by ensuring that there are systems and programs
21 established to provide or connect with direct services when
22 necessary to address barriers to the learning of pupils at school.
23 Interventions pursuant to this paragraph may include, but are not
24 limited to, all of the following:

25 (A) Special assistance for teachers in addressing the problems
26 of specific individuals.

27 (B) Processing requests and referrals for special assistance,
28 including, but not limited to, counseling or special education.

29 (C) Ensuring effective case and resource management when
30 pupils are receiving direct services.

31 (D) Connecting with community service providers to fill gaps
32 in school services and enhance access for referrals.

33 (c) The process of developing, implementing, monitoring, and
34 maintaining the component of the individual schoolsite plan
35 pursuant to subdivision (a) shall include, but not be limited to, all
36 of the following:

37 (1) Ensuring effective school mechanisms for assisting
38 individuals and families with decisionmaking and timely,
39 coordinated, and monitored referrals to school and community
40 services when indicated. The mechanisms shall draw on the

1 expertise of pupil support service personnel at schools such as
2 nurses, psychologists, counselors, social workers, speech and
3 language pathologists, resource specialists, special education
4 teachers, and child welfare attendance workers.

5 (2) A mechanism for an administrative leader, support staff for
6 pupils, and other stakeholders to work collaboratively at each
7 school with a focus on strengthening the individual schoolsite plan.

8 (3) A plan for capacity building and regular support for all
9 stakeholders involved in addressing barriers to learning and
10 promoting healthy development.

11 (4) Training and technical assistance, and accountability reviews
12 as necessary.

13 (5) Minimizing duplication and fragmentation between school
14 programs.

15 (6) Preventing problems and providing a safety net of early
16 intervention.

17 (7) Responding to pupil and staff problems in a timely manner.

18 (8) Connecting with a wide range of school and community
19 stakeholder resources.

20 (9) Recognizing and responding to the changing needs of all
21 pupils while promoting the success and well-being of each pupil
22 and staff member.

23 (10) Creating a supportive, caring, respectful, and safe learning
24 environment.

25 52063. The CPLSS component of the individual schoolsite
26 plan shall do all of the following:

27 (a) Be an essential component of all school improvement
28 planning.

29 (b) Be fully integrated with plans to improve instruction.

30 (c) Focus on maximizing use of available resources at the school,
31 school complex, and school district levels.

32 (d) Reflect all of the following:

33 (1) School policies, goals, guidelines, priorities, activities,
34 procedures, and outcomes relating to implementing the CPLSS.

35 (2) Effective leadership and staff roles and functions for the
36 CPLSS.

37 (3) A thorough infrastructure for the CPLSS.

38 (4) Appropriate resource allocation.

39 (5) Integrated school-community collaboration.

40 (6) Regular capacity-building activity.

- 1 (7) Delineated standards, quality and accountability indicators,
- 2 and data collection procedures.
- 3 52064. (a) For the purposes of this section, “complex of
- 4 schools” means a group of elementary, middle, or high schools
- 5 associated with each other due to the natural progression of
- 6 attendance linking the schools.
- 7 (b) To ensure that the CPLSS is developed cohesively,
- 8 efficiently uses community resources, and capitalizes on economies
- 9 of scale, CPLSS infrastructure mechanisms shall be established at
- 10 the school and school district levels.
- 11 (c) A complex of schools is encouraged to designate a pupil
- 12 support staff member to facilitate a family complex CPLSS team
- 13 consisting of representatives from each participating school.
- 14 (d) Each school district implementing a CPLSS shall establish
- 15 mechanisms designed to build the capacity of CPLSS components
- 16 at each participating school, including, but not limited to, providing
- 17 technical assistance and training for the establishment of effective
- 18 CPLSS components.
- 19 52065. (a) An independent agency selected by the department
- 20 shall evaluate the success of the CPLSS component according to
- 21 all of the following criteria:
- 22 (1) Improved systems for promoting prosocial pupil behavior
- 23 and the well-being of staff and pupils, preventing problems,
- 24 intervening early after problems arise, and providing specialized
- 25 assistance to pupils and their families.
- 26 (2) Increasingly supportive, caring, respectful, and safe learning
- 27 environments at schools.
- 28 (3) Enhanced collaboration between each school and its
- 29 community.
- 30 (4) The integration of the CPLSS component with all other
- 31 school improvement plans.
- 32 (5) Fewer inappropriate referrals of pupils to special education
- 33 programs or other special services.
- 34 (b) The evaluation shall consider all of the following items in
- 35 determining the impact of the CPLSS, and the findings related to
- 36 each item shall be included in the School Accountability Report
- 37 Card pursuant to Section 33126:
- 38 (1) Pupil attendance.
- 39 (2) Pupil grades.
- 40 (3) Academic performance.

- 1 (4) Pupil behavior.
- 2 (5) Home involvement.
- 3 (6) Teacher retention.
- 4 (7) Graduation rates for high school pupils.
- 5 (8) Grade promotion for elementary, middle, and junior high
- 6 schools.
- 7 (9) Truancy rates.
- 8 (10) Literacy development.
- 9 (11) Other indicators required by the federal No Child Left
- 10 Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and included in
- 11 the California Healthy Kids Survey.
- 12 (c) The evaluation shall compare the CPLSS components of
- 13 schools that have similar records of pupil achievement at 3, 5, and
- 14 10 years after implementation of the CPLSS components.
- 15 52066. (a) The department shall develop a request for a grant
- 16 application, to be submitted by school districts pursuant to this
- 17 chapter. The department shall award funding pursuant to this
- 18 chapter to five school districts based on the following criteria:
- 19 (1) The score of the school district on the grant application, as
- 20 determined by the department.
- 21 (2) Current receipt by the school district of funding pursuant to
- 22 Title I of the federal Elementary and Secondary Education Act of
- 23 1965 (20 U.S.C. Sec. 236 et seq.).
- 24 (3) The geographic and population characteristics of the school
- 25 district.
- 26 (b) State funds that are appropriated for purposes of this chapter
- 27 shall be allocated as follows:
- 28 (1) Four hundred thousand dollars (\$400,000) shall be
- 29 apportioned to each school district that is selected by the
- 30 department pursuant to subdivision (a) per calendar year for three
- 31 years. Each of these school districts shall identify a feeder pattern
- 32 of one elementary school, one middle or junior high school, and
- 33 one high school to receive funding.
- 34 (2) One million dollars (\$1,000,000) shall be apportioned to the
- 35 department per year for three years for all of the following
- 36 purposes:
- 37 (A) To hire one education programs consultant and one analyst.
- 38 (B) To contract for training and technical assistance services.

- 1 (C) To contract for formative and summative evaluations.