

## Updates from Other Places Developing Learning Supports into a Unified System

**San Juan USD (CA)** – Reported the following: "We recommend that schools repurpose an existing committee (or committees) to become a Learning Support Team. The Learning Support Team will make data-based decisions to connect students with interventions and discuss ways to better coordinate existing site and district resources. Multiple sources of data be considered in making any decision about supports and interventions for students...." "We will be finishing our last two of four full-day trainings with schools of Cohort 3 (8 schools) this fall. Also this fall, we will be assessing where we are with Cohorts 1 (6 schools) and 2 (10 schools). Because of changes at those sites, we may develop trainings in the spring to bring the sites up-to-date with Learning Supports. Also this fall, we will be providing 'Overview of Learning Supports' presentations to our Administrative groups (Elementary, K-8, middle and high schools) and our MTSS Implementation Team. We plan to offer a Cohort 4 Learning Support training this spring ... will continue to provide the trainings ...'Coaching' to Learning Support school sites over this school year." For more, see <https://www.sanjuan.edu/Page/41107>

>**Fayette County Public Schools KY** *Summary of Recommendations from the "2020 Vision: School Safety and Alternative Placements Workgroup"* - "...Comprehensive district-wide systems of student support services have been significant agenda items in diverse states and localities across the country (e.g., Iowa, Washington, California, Hawaii, Oregon, Texas, Minnesota, Wisconsin). Hawaii enacted legislation for a Comprehensive Student Support System and the inclusion of a major focus on Student Support in their school improvement planning guide, California proposed legislation for a Comprehensive Pupil Learning Supports System, and the State Department of Education in Iowa in collaboration with other state agencies designed Iowa's Systems of Learning Supports. Iowa's Department of Education recommends structuring the school districts by using a three-component organizational model that expands and can guide future school improvement efforts. Creating this three-component model means taking all the resources currently expended for learning supports and creating a comprehensive third component for enabling students to learn and teachers to teach. The components of the model are: Academic Instruction Component: This component represents the people and functions directly related to delivery of academic instruction. Leadership Component: The Leadership Component encompasses those people and functions responsible for the governance and management of the human, material, and financial resources in the education system. Learning Supports Component: A wide array of education personnel work with families and community partners to ensure that students succeed in school. Their efforts support classroom teachers and instruction by promoting healthy development and working to alleviate barriers that interfere with learning and teaching. ... all three are necessary, complementary, and overlapping...." <http://www.fcps.net/media/16331/2020safety.pdf>

>From a **North Carolina state initiative** – "... As schools have attempted to meet the mental health needs of children and youth, they tend to offer a myriad of programs designed to address mental health needs, including the Character Education curriculum used in the classroom; health education; anti-bullying programs; adolescent pregnancy prevention programs; safe and drug-free school programs; counseling provided by school counselors, social workers, psychologists and nurses; classroom mentors; licensed therapists providing services to students in the school setting; Response to Intervention (RtI); Positive Behavior Interventions and Supports (PBIS) - the list could go on. Although many of the aforementioned programs are viewed as effective, these types of programs and efforts are frequently viewed as "add-ons" rather than as an integral part of the student's education since they are not "academic" (Adelman & Taylor, 2006). There are seldom coordinated efforts demonstrated between the support programs that exist and even less coordination between these types of programs and curriculum" <http://ec.ncpublicschools.gov/instructional-resources/behavior-support/mental-health/nc-smhi-report-final.pdf>

**KY Dept of Ed's Curriculum Framework** – "...School Climate and Barriers to Learning - It is critical that educators establish and maintain a positive context that facilitates learning. School and classroom culture and climate impact important factors for learning such as engagement, behavior, self-efficacy, achievement and social- emotional development. The optimum learning environment is one of high expectations and low stress. A positive learning environment is especially critical for at-risk students, due to factors like poverty, disability or abuse. If schools become a source of significant additional daily stress for students (e.g., over-demanding, overwhelming, full of opportunities for failure, over-controlling, non-supportive, boring, hostile or bully-ridden), students cannot learn. Neither can they grow or progress through life's typical developmental stages and challenges, particularly in adolescence. The reality is that negative and stressful learning environments can themselves become barriers to learning (Adelman and Taylor, 2006; National School Climate Council, [www.schoolclimate.org](http://www.schoolclimate.org)).

Engagement and Motivation -- Motivation is a prerequisite for attentiveness, involvement, learning and performance. In the context of a positive school climate, successful teaching mobilizes the student to engage in learning. Lack of academic or social engagement in school is a key factor predictive of dropping out (Rumberger, 2004). According to a study conducted by UCLA, 'Increasing intrinsic motivation requires focusing on students' thoughts, feelings, and decisions. In general the intent is to reduce negative and increase positive feelings, thoughts, and coping strategies" to enable active learning and motivated student performance.'

<http://education.ky.gov/curriculum/modcurrframe/Documents/Kentucky%20Model%20Curriculum%20Framework.pdf>