Mental Health Services Act
Prevention and Early Intervention

Standards for School-Based Programs,
Interventions and Systems
February, 2007

[Also, need explicit outcomes/indicators for “School-Based” populations and topics on Attachment 2]

Adapted from Standards & Quality Indicators for an Enabling or Learning Supports Component

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The Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration, U.S. Department of Health and Human Services (Project #U45 MC 00175).
Standards & Quality Indicators for an Enabling or Learning Supports Component*

School improvement planning across the country is "standards-based" and accountability driven. Given these realities, efforts to reform student support in ways that move it from its current marginalized status must delineate a set of standards and integrate them into school improvement planning. Establishing standards is another facet of ensuring high levels of attention and support for development of comprehensive, multifaceted approaches to address barriers to learning in ways that enhance student strengths.

Delineating Standards and Quality Indicators

After standards are formulated, they must be thoroughly incorporated in every school's improvement plan. This is a necessary step toward making the policy commitment visible at every school, and it establishes the framework for ensuring relevant accountability. And, relatedly, efforts must be made to expand the accountability framework so that accountability demands support the ongoing development of comprehensive, multifaceted approaches to addressing barriers and promoting healthy development.

The starting point is policy. Policy needs to state that every school should develop a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching. Policy commitments must indicate that such a component is essential to ensuring all students have an equal opportunity to succeed at school. Policy statements must indicate that the intent is to enable student learning through a full range of effective and efficient learning support interventions (thus, the label: Enabling or Learning Supports Component). For the school and community as a whole, the intent is to enhance policy and strategic collaboration to produce a safe, healthy, nurturing environment characterized by respect for differences, trust, caring, and support with the intent of strengthening the well-being of students, families, schools, and neighborhoods.

Policy guidelines should clarify that the component is designed to house all efforts to prevent and minimize the impact of the many problems interfering with learning and teaching and should do so in ways that maximize engagement in productive learning and positive development. This includes programs that promote and maintain safety and physical and mental health, school readiness and early school-adjustment services, social and academic supports, and interventions provided prior to referral for special services and those for meeting special needs. Encompassed are compensatory and special education mandates and a host of special initiatives and projects. With specific respect to the school’s mission, all this requires policy, leadership, infrastructure, and accountability that fully integrate the Component into a school’s efforts to improve instruction and management (see Exhibit 1 below).

As a starting point in drafting a set of standards, we began with the *Guidelines for a Comprehensive Approach to Addressing Barriers to Learning* (see Appendix A). We also drew on the lessons learned from the analysis of current school improvement planning guides and from pioneering efforts to develop standards, guidelines, and related quality indicators for an Enabling Component by one school district and the quality student support criteria and rubrics developed by the Hawaii Department of Education.

For purposes of organizing school improvement around broad, systemic concerns, it helps to cluster such concerns into a set of circumscribed key areas for action. Our analyses suggest five key areas: (1) framing and delineated intervention functions, (2) reworking infrastructure, (3) enhancing resource use, (4) continuous capacity building, and (5) continuous evaluation and appropriate accountability based on delineated standards and quality indicators.

Using these key areas for action, the following five major standards (along with related quality indicators) have been formulated to guide development of an Enabling or Learning Supports Component.
Area:  *Framing and Delineating Intervention Functions*

*Standard 1. Establishment of an overall unifying intervention framework for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching.*

An Enabling or Learning Supports Component is fully integrated into the school's comprehensive education plan. The Component is operationalized into a comprehensive, multifaceted, and cohesive intervention framework. One facet of this framework is the continuum delineating the scope of desired intervention. The other facet is a conceptualization that organizes the "content" arenas for addressing barriers to learning and teaching, with due appreciation for the role played by efforts to promote healthy development. Because of the importance of each of the content arenas, specific standards for each are delineated as an addendum after the following quality indicators are stated.

**Quality Indicators for Standard 1:**

- The school leadership team has detailed an *intervention* design for an Enabling or Learning Supports Component (i.e., a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching) and has delineated a plan for its full and ongoing development.

- Compensatory and special education mandates are fully addressed and embedded into the Component, as are all special initiatives and projects for addressing barriers to learning and teaching.

- The school plan for the Component is implemented in ways that build on what exists and that moves toward full development in phases and in keeping with established priorities.

- School stakeholders express understanding and support for the importance of fully developing the Component.

- The continuum of programs and services are organized into a set of *integrated systems*. The systems range from promoting healthy development, and preventing problems – through responding to problems soon after onset – to providing special assistance for severe and chronic problems. Such a continuum encompasses efforts to enable academic, social, emotional, and physical development and address learning, behavior, and emotional problems at every school and through connections with home and community resources.

- Rather than a fragmented, "laundry-list" of programs, services, and activities, the learning supports are organized into a concise content or "curriculum" framework that categorizes and captures the essence of the multifaceted ways schools need to address barriers to learning (see example in Exhibit 3).

- The continuum of interventions is combined with the content arenas to create the unifying umbrella framework for the Component (see example in Exhibit 4). The intervention matrix is used as a tool to guide ongoing development of the Component (e.g., mapping and analysis of resources, identifying gaps and redundancies).

- All interventions are embedded within the matrix framework and are designed to meet basic functions a school needs for addressing barriers to learning and promoting healthy development.

- Learning supports are applied in all instances where there is need and are implemented in systemic ways that ensure needs are assessed and addressed appropriately, with as little disruption as feasible of a student's normal involvement at school and with appropriate referrals and support for follow-through when necessary.
• There is an emphasis on practices and integrated systems that reduce the need for referral of individuals for specialized assistance, including prereferral interventions and response to intervention strategies that emphasize enhancing the fit with instruction through personalization (i.e., matching a student's motivation as well as capabilities).

• Programs and services (including assessment activity) are based on state of the art best practices for addressing barriers to learning and promoting positive development.

• Library, multimedia, and advanced technology resources are used as appropriate to facilitate intervention efforts. This includes the school's computerized information management system, which should incorporate a broad range of data related to the Component's work with students and families.

Exhibit 3. Six content arenas for a component to address barriers to learning

Pioneering research has organized learning supports programs into the following six content arenas:*

• enhancing regular classroom strategies to enable learning (e.g., improving instruction for students with mild-moderate learning and behavior problems and re-engaging those who have become disengaged from learning at school)
• supporting transitions (e.g., assisting students and families as they negotiate school and grade changes, daily transitions, etc.)
• increasing home and school connections
• responding to, and where feasible, preventing school and personal crises
• increasing community involvement and support (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)
• facilitating student and family access to effective services and special assistance as needed.

A positive school climate and culture is an emergent quality that stems, in part, from effectively and efficiently addressing barriers to learning and teaching and promoting the well-being of students, their families, and staff.

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*Specific examples of the work in each arena are provided in a set of self-study surveys. These are available online at no cost from the website of the Center for Mental Health in Schools at UCLA. See: Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs at http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf

In addition, two books written by the co-directors of the Center for Mental Health in Schools at UCLA include an extensive discussion of the six arenas and new directions for addressing barriers to learning. The books are entitled:
### Exhibit 4. Matrix for reviewing scope and content of a component to address barriers to learning*

<table>
<thead>
<tr>
<th>Scope of Intervention</th>
<th>Systems for Promoting Healthy Development &amp; Preventing Problems</th>
<th>Systems for Early Intervention (Early after problem onset)</th>
<th>Systems of Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom- Focused Enabling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crisis/ Emergency Assistance &amp; Prevention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content/ curriculum for addressing barriers to learning &amp; promoting healthy development</td>
<td>Support for transitions</td>
<td>Home Involvement in Schooling</td>
<td>Community Outreach/ Volunteers</td>
</tr>
</tbody>
</table>

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*General initiatives and specific school-wide and classroom-based programs and services can be embedded into the matrix. Think about those related to positive behavioral supports, programs for safe and drug free schools, full service community schools and Family Resource Centers, special project initiatives such as the School Based Health Center movement, the Safe Schools/Healthy Students projects, and the Coordinated School Health Program, efforts to address bi-lingual, cultural, and other diversity concerns, compensatory and special education programs, and the mandates stemming from the No Child Left Behind Act.
*Standard 1 addendum: Specific Standards for the Content Arenas of an Enabling or Learning Supports Component*

While the number and labels for designated content arenas may differ, as Standard 1 states: Schools need to deal with a conceptualization that organizes the content arenas for addressing barriers to learning and teaching, with due appreciation for the role played by efforts to promote healthy development. And, as the relevant quality indicator in Standard 1 indicates: Rather than a fragmented, laundry-list of programs, services, and activities, the learning supports need to be organized into a concise content or curriculum framework that categorizes and captures the essence of the multifaceted ways schools need to address barriers to learning. To illustrate standards for content arenas, the following uses the six arenas designated in Exhibits 3 and 4.

>S*andard 1a. Continuous enhancement of regular classroom strategies to enable learning*  
(e.g., improving instruction for students with mild-moderate learning and behavior problems and re-engaging those who have become disengaged from learning at school)

**Specific Quality Indicators for Standard 1a:**

- Classroom teachers invite available supports into the classroom to enhance assistance for students (e.g., peer tutors, volunteers, aids trained to work with students-in-need; resource teachers and student support staff work in the classroom as part of the teaching team)

- Support is provided to teachers to redesign classroom approaches in ways that enhance teacher capability to prevent and handle problems and reduce need for out of class referrals (e.g. personalized instruction; special assistance as necessary; developing small group and independent learning options; reducing negative interactions and over-reliance on social control; expanding the range of curricular and instructional options and choices; systematic use of prereferral interventions)

- Teachers are provided with personalized professional development to enhance their capability to meet the needs of a wider range of individual differences (e.g., creating a Learning Community for teachers; ensuring opportunities to learn through co-teaching, team teaching, and mentoring; teaching intrinsic motivation concepts and their application to schooling)

- There is a variety of accessible curricular enrichment and adjunct programs to enhance students positive attitudes toward teachers and school (e.g., enrichment activities are available for all students and are not tied to reinforcement schedules)

- Classroom grouping and organization allows for ongoing contact with a caring adult.

- Classroom approaches are used to create and maintain a caring and supportive climate through a consistent emphasis on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings.

- There is an active effort to prevent or reduce stigma related to mental health problems or seeking assistance for mental health problems.

- Curriculums are used to enhance self-regulation and socialization skills in children in preschool, kindergarten and primary grades.

- The California Department of Education’s [Health Framework](#) is being implemented in each classroom.
Standard 1b. Continuous enhancement of programs and systems for a full range of transition supports (e.g., assisting students and families as they negotiate school and grade changes, daily transitions, etc.)

Specific Quality Indicators for Standard 1b:

- School-wide and classroom welcoming and social support programs for newcomers are visible and in operation (e.g., welcoming signs, materials, and initial receptions; peer buddy and mentoring programs for students, families, staff, volunteers)
- There are daily transition programs for before school, breaks, lunch, afterschool (including moving from location to location)
- Articulation programs are implemented each year and encompass extended orientations and follow-up interventions for those who are having difficulty in the new setting (e.g., grade to grade – new classrooms, new teachers; elementary to middle school; middle to high school; in and out of special education programs)
- As needed, there are summer or intersession programs (e.g., catch-up, recreation, and enrichment programs)
- School-to-career/higher education transition interventions begin in elementary school and are integrated at every grade through graduation (e.g., counseling, pathway, and mentor programs)
- There is broad involvement of stakeholders in planning transition supports (e.g., students, staff, home, police, faith groups, recreation, business, higher education)
- Capacity building is provided for all stakeholders involved in enhancing transition programs and activities

Standard 1c. Continuous enhancement of programs and systems to increase and strengthen home and school connections

Specific Quality Indicators for Standard 1c:

- Interventions are available to help address specific support and learning needs of family (e.g., support services for those in the home to assist in addressing basic survival needs and obligations to the children; adult education classes to enhance literacy, job skills, English as a second language, citizenship preparation)
- Mechanisms for communication and connecting school and home are regularly used, reach most homes, and are designed to enhance interchange, collaboration, and networking with primary caretakers (e.g., opportunities at school for family networking and mutual support, learning, recreation, enrichment, and for family members to receive special assistance and to volunteer to help; phone calls and/or e-mail from teacher and other staff with good news; frequent and balanced conferences – student-led when feasible; outreach to attract hard-to-reach families – including student dropouts)
- Homes are regularly involved in student decision making (e.g., families are encouraged and supported in enhancing capabilities for involvement in program planning and problem-solving)
- Regular programs are offered to encourage and enhance capabilities for home support of learning and development (e.g., family literacy; family homework projects; family field trips)
• Families are recruited regularly to play a role in strengthening school and community (e.g., volunteers to welcome and support new families and help in various capacities; families prepared for involvement in school governance)

• Capacity building is provided for all stakeholders involved in enhancing home involvement

**Standard 1d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing school and personal crises** (including creating a caring and safe learning environment)

**Specific Quality Indicators for Standard 1d:**

• Immediate assistance is provided in emergencies so students can resume learning

• Follow up care is provided as necessary (e.g., brief and longer-term monitoring)

• A school-focused Crisis Team is in place and has a response plan

• Crisis prevention programs are in operation (e.g., bullying and harassment abatement programs).

• If there are high priority gaps in crisis prevention efforts, a work group is developing programs to fill the gaps.

• Staff, students, and families have been instructed with respect to response plans and recovery efforts

• Interventions for trauma-exposed students and their families are readily available and accessible

• A suicide prevention plan is implemented

• Prevention programs are integrated into systems to promote healthy development and prevent problems)

• School staff works with community members and agency representatives to integrate planning for response and prevention

• Capacity building is provided for all stakeholders involved in enhancing crisis response and prevention

**Standard 1e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support** (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)

**Specific Quality Indicators for Standard 1e:**

• Outreach programs are operating on a regular basis to recruit a wide range of community resources (e.g., public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional organizations; service, volunteer, and faith-based organizations; community policy and decision makers)

• Mental health services and consultation agreements are in place and provide for effective and efficient services
• Outreach programs encompass strategies for screening, preparing, and maintaining community resource involvement (e.g., mechanisms to orient and welcome, enhance the volunteer pool, maintain current involvements, enhance a sense of community)

• Interventions are implemented on a daily basis to reach out to students and families who don't come to school regularly – including truants and dropouts

• School staff work with community members and agency representatives to connect and integrate school and community efforts to promote child and youth development and a sense of community

• Capacity building is provided for all stakeholders involved in enhancing community involvement and support (e.g., policies and mechanisms to enhance and sustain school-community involvement, staff/stakeholder development on the value of community involvement, "social marketing")

Standard 1f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Specific Quality Indicators for Standard 1f:

• Extra support is provided as soon as a need is recognized and is provided in the least disruptive way (e.g., pre-referral interventions in classrooms; problem solving conferences with parents; open access to school, district, and community support programs)

• Referral and support for follow-through for students in stressed families (e.g. parent identified with mental illness, serious health condition, substance abuse, domestic violence, incarceration, child abuse or neglect) are provided in a timely manner and are based on response to extra support (e.g., response to intervention, identification/screening processes, assessment, referrals, and follow-up – school-based, school-linked)

• Access to direct interventions for health, mental health, and economic assistance is enhanced through integrated school-based, school-linked, and community-based programs and services

• Systems have been developed and in operation for care monitoring, management, information sharing, and follow-up assessment to coordinate individual interventions and check whether referrals and services are adequate and effective

• Mechanisms have been developed and in operation for resource coordination and integration to avoid duplication, fill gaps, garner economies of scale, and enhance effectiveness (e.g., braiding resources from school-based and linked interveners, feeder pattern/family of schools, community-based programs; linking with community providers to fill gaps)

• Mechanisms have been developed and are in operation to enhance stakeholder awareness of programs and services

• Enhanced systems are in place to support children/youth in foster care, referred to school attendance review boards, or involved in juvenile justice.

• Capacity building is provided for all stakeholders involved in enhancing student and family as

• Counseling and group therapy programs are available for students experiencing grief, exposed to
trauma, or exhibiting eating disorders. Assistance systems, programs, and services

About School Climate and Culture

As noted in Exhibit 3, a positive school climate and culture emerges, in part, from effectively and efficiently addressing barriers to learning and teaching and promoting the well-being of students, their families, and staff. Therefore, school climate is not treated as a separate arena, rather it is an anticipated emergent quality. From this perspective, it becomes an overall quality indicator for the entire school (i.e., for the impact of improvements related to all three components)

Area: Reworking Infrastructure

Standard 2. Establishment of an integrated infrastructure framework for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching.

Developing and institutionalizing a comprehensive component for learning supports requires infrastructure mechanisms that are integrated with each other and are fully integrated into school improvement efforts. Along with a unified approach for providing learning supports, the need at a school is to rework infrastructure to support efforts to address barriers to learning in a cohesive manner and to integrate the work with efforts to promote healthy development and with instruction and with the management/governance mechanisms (see example in Exhibit 5). More specifically, infrastructure must be designed with respect to mechanisms for daily (1) governance, (2) leadership, (3) planning and implementation of specific organizational and program objectives, (4) coordination and integration for cohesion, (5) communication and information management, (6) capacity building, and (7) quality improvement and accountability.

Quality Indicators for Standard 2:

- The school leadership team has detailed an infrastructure design for an Enabling or Learning Supports Component and has delineated a plan for its full and ongoing development.

- There is a designated administrative leader for an Enabling or Learning Supports Component. This leader's job description delineates specific roles, functions, and accountabilities related to planning, capacity building, implementation, evaluation, and sustainability of the Component and is expected to allocate at least 50% of each day to pursuing functions relevant to the Component. This leader meets regularly with the school's governance and advisory bodies and staff to represent the Component's concerns in all planning and decision making.

- In addition to an administrative leader, a broad-based leadership body is in place to ensure overall development of the Component. This body consists of advocates who are responsible for ensuring the vision for the component is not lost and who provide input to administrators and other key stakeholders. Besides the administrative leader for the component, this body should include students and family members, one or two key school leaders, a key agency person or two, a few well-connected community "champions," and even someone with relevant expertise from a local institution of higher education. Such a group meets monthly (more often if major problems arise) to review progress, problem solve, and so forth.

- A resource-oriented team (e.g., a Learning Supports Resource Team) for the Component is functioning effectively as part of the school's infrastructure. The team is responsible for bringing together the administrative leader and staff leaders of major initiatives, projects, and programs
addressing barriers to learning to focus on how all resources for learning supports are used at the school and to encourage increasingly cohesive and systemic intervention efforts. It also monitors and enhances the work of case-oriented teams such as Student Assistance Teams and IEP teams. The team is a mechanism to ensure appropriate overall use of what exists (including braiding together existing school and community resources). It also works to enhance the pool of resources. In addition, the team guides the Component's (a) capacity building agenda, (b) development, implementation, and evaluation, and (c) full integration with the instructional and governance/management components.

- Work groups are formed as needed to address specific concerns (e.g., mapping resources, planning for capacity building and social marketing, addressing problems related to case-oriented systems), develop new programs (e.g., welcoming and social support strategies for newcomers to the school), implement special initiatives (e.g., positive behavior support), and so forth. Such groups usually are facilitated by a member of the resource team who recruits a small group of others from the school and community who are willing and able to help. The group facilitator provides regular updates to the resource team on work group progress and brings back feedback from the Team. *Ad hoc* work groups take on tasks that can be done over a relatively short time period, and the group disbands once the work is accomplished. *Standing* work groups focus on defined program areas and pursue current priorities for enhancing intervention in a given arena. For example, a standing work group might be established for any of the six content arenas of the Enabling Component.

- The Component is fully integrated into the school infrastructure. There are organizational and operational links within the various groups involved in planning, implementing, capacity building, evaluating, enhancing quality, and sustaining learning supports. There also are links connecting the Component with the instructional and governance/management components and with general mechanisms at the school for communication, information management, and problem solving with students, staff, families, and the community. Routine procedures are in place to ensure all activities are implemented in a manner that coordinates and integrates them with each other.

- The school's computerized information management system, email, website, voicemail and other advanced technology are used to facilitate effective and efficient communication of information and the functioning and integration of all infrastructure mechanisms.

- A multi-site learning supports resource mechanism for a "family" of schools (e.g., a *Learning Supports Resource Council*) brings together representatives from each participating school's resource team (see example in Exhibit 5). A family of schools are those in the same geographic or catchment area that have shared concerns and among whom some programs and personnel already are or can be shared in strategic ways. An especially important group of schools are those in a "feeder pattern" (elementary, middle, high school) where it is common for a school at each level to interact with students from the same families. The multi-site resource mechanism ensures cohesive and equitable deployment of resources, improves connections with neighborhood resources, and enhances the pooling of resources. It reduces individual school costs by minimizing redundancy and pursuing strategies to achieve economies of scale.
Area: Enhancing Resource Use


Appropriate use of resources is based on up-to-date gap and outcome analyses and established priorities for improving the Component. Resource allocation involves (re)deployment of available funds to achieve priorities. Cost-efficiencies are achieved through collaborations that, in common purpose, integrate systems and weave together learning support resources within the school, among families of schools, from centralized district assets, and from various community entities.

Quality Indicators for Standard 3:

- All resources used for student/learning supports are coalesced to create the budget for the Component.
- The total school budget is allocated equitably in keeping with the timetable for achieving the Component's standards.
- The resources allocated for learning supports are mapped and analyzed and the mapping and analysis are routinely updated and communicated to decision maker and other concerned stakeholders.
- Priorities are established for improving the Component.
- Each year, all school resources for learning supports are allocated and redeployed based on priorities and analyses of effectiveness and cost efficiencies.
- Allocations are regularly audited to ensure cost-effectiveness and efficiency.
- Collaborative arrangements for each family of schools are resulting in (a) braiding resources, (b) enhancing effective use of learning supports and (c) achieving economies of scale.
- Collaborative arrangements are in place with all appropriate community entities to (a) fill gaps in the Component, (b) enhance effective and efficient use of learning supports, and (c) achieve economies of scale.
- Centralized district assets are used to facilitate the school's and the family of schools' efforts to (a) braid resources, (b) enhance effective use of learning supports (c) achieve economies of scale, (d) fill gaps in the Component, and (e) develop appropriate collaborative arrangements with community entities.

About Resources

Efforts to coalesce all resources used for student/learning supports to create a cohesive Component draw on several sources. Included are traditional general fund allocations for student support services, a portion of the funds allocated for compensatory and special education, school-based and linked community resources, and funding for special projects. For more on this, see the following Center documents related to Financial Strategies to Aid in Addressing Barriers to Learning:

> Quick Training Aid at http://smhp.psych.ucla.edu/qf/funding_qt/
> Using Federal Education Legislation in Moving Toward a Comprehensive, Multifaceted, and Integrated Approach to Addressing Barriers to Learning (e.g., Creating a Cohesive System of Learning Supports) at http://smhp.psych.ucla.edu/pdfdocs/federallegislation.pdf
Area: Continuous Capacity Building


Capacity building involves enhancing ongoing system and stakeholder development and performance. The work requires allocation of resources to provide effective and efficient mechanisms and personnel to carry out a myriad of capacity building functions.

Quality Indicators for Standard 4:

- A comprehensive strategic plan has been developed for capacity building, based on gap analyses and designed to enhance a sense of community and shared ownership.

- Appropriate mechanisms are in place, with specified leadership and staffing for implementing the capacity building plan.

- All who are responsible for capacity building have an appropriate background of education and experience (or access such expertise), including a focus on systemic change, organizational development, project development and management, and collaborative coaching; centralized district assets are used to provide them with ongoing professional development.

- Support is provided and procedures are implemented for connecting mechanisms into an integrated infrastructure.

- Support is provided and ongoing procedures are implemented for embedding all learning supports into the Component and developing integrated systems (not just coordinated/integrated services).

- Support is provided and ongoing procedures are implemented for redefining and reframing Component leader and line staff roles and functions as appropriate and developing capability for new functions.

- Staff recruitment for the Component leads to hiring the most competent personnel available with respect to ensuring the Component is effectively developed, maintained, and evolved.

- The induction of new staff includes welcoming and providing orientation, transition supports, and job mentoring.

- Welcoming, orientation, transition supports, and "mentoring" are provided for all other newcomers (e.g., students, families, community connections) using technology-supported strategies and materials specifically developed for these purposes.

- Ongoing professional development is (a) provided for all personnel involved in any aspect of the Component and (b) is developed and implemented in ways that are consistent with the district's Professional Development Standards and the school's priorities for enhancing the Component's capabilities.

- A wide range of professional development strategies are used (e.g., mentoring, coaching, demonstrations, in situ modeling and support, special institutes, workshops, computerized programs, independent study, etc.).

- Time is scheduled for staff to do essential planning for enhancing the Component.

- Sufficient space, equipment, and supplies are allocated for the Component's work; these are regularly monitored and improvements are made as needed (e.g., facilities used by the component are clean and in good repair, conflicts in scheduling are minimal).
• The social environment is regularly monitored and improvements are made as needed (e.g., students and staff feel safe, respected, and positively connected to each other; conflicts are identified and resolved quickly through mechanisms designed to enhance positive connections; social control strategies are used with students only when other interventions have been ineffective; when social control is used, it is part of a sequence that includes interventions designed to re-engage students in classroom learning)

• Support staff members are involved in capacity building for teachers to improve classroom and school-wide approaches for dealing effectively with mild-to-moderate behavior, learning, and emotional problems.

• Support staff members are involved in capacity building for paraprofessionals, aides, out of classroom school staff, and volunteers working in classrooms or with special school projects and services.

• Systematic outreach and social marketing are conducted to communicate and connect with a wide range of community resources (not just service providers).

• Systematic outreach and social marketing are conducted to communicate and connect with all families as stakeholders.

• Ongoing education and training is provided for key stakeholders from the community and from families involved with the Component.

• Centralized district assets are allocated in ways that directly aid capacity building and effective implementation of the Component at the school site and for the family of schools (e.g., feeder pattern).

• Extramural funds are being sought that can help with systemic Component development; special grants that might interfere with ongoing systemic development are not being pursued.

**Area: Continuous Evaluation and Appropriate Accountability**

*Standard 5. Formative and Summative Evaluation and Accountability are Fully Integrated into All Planning and Implementation.*

Formative evaluation provides essential data related to progress in improving processes and achieving benchmarks and outcomes. In the initial phase of Component development, formative evaluation focuses heavily on feedback and benchmarks related to specific developmental tasks, functioning of processes, and immediate outcomes. Formative evaluation is an ongoing process with an increasing focus on intermediate and then long-range outcomes. Summative data on intermediate outcomes are gathered as soon as the Component is operating as an integrated system. Summative data on long-range outcomes are gathered after the Component has operated as an integrated system for two years. Accountability indicators should fit the phase of Component development. This means the primary focus is on developmental benchmarks in the early phases. When the accountability focus is on student impact, the primary emphasis is on the direct enabling outcomes for students that each arena of the Component is designed to accomplish (as outlined below and discussed in the next section of this report). As these accountability indicators show solid impact, they can be correlated with academic progress to estimate their contribution to academic achievement.

**Quality Indicators for Standard 5:**

• Centralized district assets are allocated to support essential evaluative and accountability activity.

• Regular procedures are in place to review the progress with respect to the overall development of the component and its specific arenas of intervention, as well as the assessing the fidelity of
implementation and initial impact.

- Formative information is used to enhance progress in developing the Component.

- Procedures are in routine use for gathering and reviewing information on the need for specific types of learning supports and for establishing priorities for developing/ implementing appropriate interventions. Special attention is paid to the effectiveness of interventions for (a) identifying and addressing classroom and school-wide learning and behavior problems that are preventable, (b) responding as soon as a problem is manifested for those that are not prevented, and (c) re-engaging students in classroom learning who have become disengaged (including dropouts).

- Procedures are in routine use for gathering and reviewing data on how well the Component is meeting its objectives and goals; such data are used to inform decisions about capacity building, including infrastructure changes and personnel development.

- Accountability indicators are appropriate for the current phase of Component development.

- Primary accountability for Component outcomes focuses on the progress of students with respect to the direct enabling outcomes the Component is designed to accomplish (measures of effectiveness in addressing barriers, such as increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child and schooling, fewer inappropriate referrals for specialized assistance, fewer inappropriate referrals for special education, fewer pregnancies, fewer suspensions, and dropouts).

- When the Component is well-established, accountability expands to include a focus on how well the direct enabling outcomes correlate with enhanced academic achievement.

- All data are disaggregated to clarify impact as related to critical subgroup differences (e.g., pervasiveness, severity, and chronicity of identified problems).

- All data are reviewed for making decisions about enhancement and renewal.