GAINESVILLE CITY SCHOOLS

Comprehensive System of Learning Supports

Addressing Barriers to Teaching and Learning, and Re-engaging Students

UCLA Center
Mental Health in Schools Program and Policy Analysis

SCHOLASTIC

American Association of School Administrators

Expected Outcomes

Through our use of a Comprehensive System of Learning Supports, we have restructured and organized our district so we can systematically work to achieve the following expected outcomes:

➢ *Identify and address barriers that impact teaching and learning*

➢ *Positively impact school climate*

➢ *Increase available resources for students and their families*

➢ *Increase graduation rate*

➢ *Increase student attendance*

➢ *Re-engage disengaged students*

➢ *Improve school attendance*

➢ *Decrease discipline referrals*

➢ *Increase school-family-community collaboration*

WHAT IS A CSLS?

Learning supports are the resources, strategies, and practices that provide physical, social, emotional, and intellectual supports to enable all students to have an equal opportunity for success at school. Its aim is to systematically identify and address barriers to teaching and learning, and re-engage students that have disconnected from the learning process.

A CSLS seeks to rework operational infrastructure at the school and district level in such a way as to address instructional, management, and learning support needs. Most districts already have the first two components established in school improvement processes and operational infrastructure. However, the third component (a CSLS), usually needs to be developed and made a part of a district's infrastructure.

Adding the Learning Supports component provides a unifying umbrella that groups all supports services under one umbrella and transforms it into a primary and essential component of the school improvement process.

When this component is integrated with the instructional and management components, you will have a fully functional CSLS.

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508 Oak Street
Gainesville, Ga 30501
770-536-4441
www.gcssk12.net

Learning Supports Components

(1) *Instructional Component* -- encompasses all efforts to ensure that best practices for effective instruction are in place, monitored, and measured for results

(2) *Management Component* -- encompasses all efforts to ensure that best practices for district and school site governance, resource allocation, management and operation are in place, monitored, and measured for results.

(3) *Learning Supports Component* – encompasses best practices efforts to develop, implement, evaluate, and sustain a comprehensive, multifaceted, and cohesive system for (a) addressing barriers to learning, development, and teaching and (b) re-engaging disconnected students

Purpose of a CSLS

Our primary goal of establishing a Comprehensive System of Learning Supports was to redesign our organizational and operational infrastructure in efforts to provide the supports needed to ensure all students have an equal opportunity to learn and succeed in school.

A CSLS was also necessary to end the fragmentation and marginalization that existed in many of our policies, practices, and programs. It has provided a framework to help increase student achievement by accomplishing two objectives:

1) identify and address barriers to teaching and learning in a systemic manner by linking school resources with those in home and the community

2) provide interventions and support to students and teachers inside the classroom

CSLS Framework

Various interventions designed to address barriers to learning and promoting healthy development have been grouped into six content arenas that serve as part of the Comprehensive Learning Supports framework. These six arenas are as follows:

- **Classroom-Based Approaches to Enable Learning**

- **Student and Family Interventions**

- **Community Support**

- **Family Engagement in Schooling**

- **Support for Transitions**

- **Crisis Assistance and Prevention**

Also included in the framework are three levels or subsystems of interventions designed to:

1) **Promote healthy development and preventing problems**

2) **Intervene early to address problems as soon after onset as feasible**

3) **Provide specialized assistance for those with severe, pervasive, or chronic problems**