Draft

A Center Report   .   .   .

Where's it Happening?
Examples of
New Directions for Student Support
and Lessons Learned

August, 2006
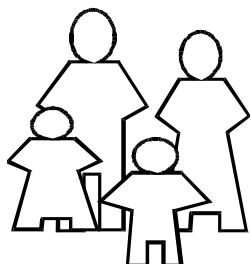*(with additions in March, 2007)*

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    Additional resources supplied by the various initiatives is provided in an
    accompanying compendium online at
    http://smhp.psych.ucla.edu/summit2002/wheresithappening.htm

Preface

Moving student support in new directions begins with rethinking how all available learning support resources can be deployed most effectively in addressing barriers to learning and teaching. The *National Initiative: New Directions for Student Support* is designed to stimulate such rethinking and to support widespread systemic changes.*

In support of the National Initiative, our Center is compiling information about places across the country where beginnings have been made that have relevance for developing comprehensive, multifaceted, and cohesive approaches. These trailblazing and pioneering efforts provide an intriguing glimpse into the future of student support and offer invaluable lessons learned. Some have taken their first implementation steps; some are in the planning stage. A few that have started have encountered difficulty generating the type of momentum necessary to produce full blown systemic change. All provide lessons learned.

This draft report provides a small set of instructive examples. Each month, we are hearing about other places that are moving in new directions. As we learn about these, we reach out for information and to offer support. We look forward to adding more and more useful examples; thus, this report will remain in a constant state of revision.

The first initiatives presented in this report are those that represent the most ambitious and comprehensive "out-of-the-box thinking." Such efforts are addressing four key problems that must be the focus of new directions thinking. First and foremost, they are concerned with revisiting school improvement *policies* to expand them in ways that will end the marginalization of student supports. Second, they are adopting unifying *intervention frameworks* that encompass a comprehensive and multifaceted continuum of interventions with the intent of guiding development of a cohesive enabling or learning supports component at every school in the district. Third, they are reframing the *infrastructure* at school, complex, and district levels to ensure effective leadership, redefine roles and functions, and establish resource oriented mechanisms. Finally, they are enhancing understanding of the strategic approaches that are essential to enabling effective *systemic change and scale up*.

In addition to comprehensive examples, other innovations are highlighted because they provide relevant demonstrations of facets of new directions and offer insights that warrant the attention of anyone who is ready to rethink student supports.

Additional resources supplied by the various initiatives is provided in an accompanying compendium online at http://smhp.psych.ucla.edu/summit2002/wheresithappening.htm

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*The *National Initiative: New Directions for Student Support* was introduced in October, 2002 with a National Summit. This was followed by three regional summits. Plans call for convening a summit for each state followed by Leadership Institutes. As of August, 2006, statewide summits have been held in Minnesota, Wisconsin, California, Indiana, Texas, Connecticut, New York, Iowa, Pennsylvania, and New Jersey, and follow-up statewide Leadership Institutes have been held in several of these states. Because of the success of each of these, we have received widespread inquiries from many leaders asking about the possibility of convening a statewide Summit in their states. The next scheduled statewide summit is in Washington state in Seattle on September 18, 2006. Information on new directions in Hawai`i also is included below because of their pioneering legislation and statewide efforts. Other states are in the planning stages; others have contacted us to begin the discussion.

For more information on the initiative, see http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm

Examples of Broad-based Systemic Designs and Initiatives

- Urban Learning Center Design – prototype model developed as part of the New American Schools initiative, included as part of the federal initiative supporting comprehensive school reform

- Hawai`i – statewide initiative, including state legislation

- Iowa – state department of education initiative

- Berkeley - district initiative

- Harrisburg, PA – district initiative

- Madison, WI – district initiative

- St. Paul, MN – district and school initiative

- California
  >Proposed legislation for a comprehensive pupil learning supports system
  >Prevention and Early Intervention School Initiative,
      Mental Health Services Act

- Multnomah (OR) Education Service District – School Board Policy for Learning Supports

Urban Learning Center Design –

prototype model developed as part
of the New American Schools initiative, included as part of the
federal initiative supporting comprehensive school reform

The Urban Learning Center Design was developed as part of a venture initially supported by the New American Schools Development Corporation (now called simply New American Schools). The aim was to develop "break-the-mold" comprehensive school reform designs. This particular prototype was created as a partnership among the Los Angeles Unified School District's administration, the teachers' union, and a variety of community partners brought together by a private nonprofit then called the Los Angeles Educational Partnership (now the Urban Educational Partnership). Demonstrations were initiated at two sites in the Los Angeles Unified School District. The design was one of those included in the federal legislation supporting school efforts to develop Comprehensive School Reform Initiatives, and as a result, schools in California, Georgia, Oregon, and Utah were funded to implement it.

The design encompasses a three component approach to school reform/improvement . That is, the design not only reforms curriculum/instruction and governance/management, it *addresses barriers to learning by* establishing a comprehensive, integrated continuum *of learning supports* as a third essential component. We focus here on learning supports.

The design for a Learning Supports (or "enabling") Component provides local, state, and national policy makers a framework and concrete practices for enabling students to learn and teachers to teach. Key to achieving these educational imperatives is an ongoing process by which school and community resources for addressing barriers to learning and development are restructured and woven together.

By fully integrating an emphasis on addressing barriers, the Learning Supports (or enabling) Component provides a unifying framework for responding to a wide range of psychosocial factors interfering with learning and performance. Besides focusing on barriers and deficits, there is a strong emphasis on facilitating healthy development, positive behavior, and asset-building as the best way to prevent problems and as an essential adjunct to corrective interventions. In defining the component as one that both addresses barriers to learning and promotes healthy development, the framework encompasses the type of models described as full-service schools – and goes beyond them in creating an approach that is much more *comprehensive.*

Emergence of a comprehensive and cohesive component to enable learning by addressing barriers is meant to surface by:
      • weaving together what is available at a school,
      • expanding this through integrating school, community, and home resources,
      • enhancing access to community resources by linking them to school programs.

All this involves a rethinking of school-owned enabling activity, such as pupil services and special and compensatory education programs. Mechanisms are developed to coordinate and eventually integrate these school-owned resources and blend them with community resources. Restructuring also must ensure the component is well integrated with the instructional and management components. This minimizes marginalization and fragmentation, and ensures that programs to address problems play out at the classroom level, schoolwide, and throughout the neighborhood.

Operationalizing such a component requires a framework delineating basic areas of enabling activity (e.g., 5-7 areas of learning support). It also involves creating an infrastructure to ensure such activity continues to develop and evolve throughout a school.

With respect to the four key problems that must be the focus of new directions thinking, the Urban Learning Center Model has done the following:

I. Policy

With specific respect to the Learning Supports (or enabling) component, the following is the essence of the type of general policy commitment needed at district and school levels:

> *We recognize that for some of our students, improvements in instruction and how school is governed and managed are necessary but not sufficient. We are committed to comprehensively and cohesively addressing barriers to learning and teaching. Thus, we will ensure that a Learning Supports (enabling) Component is given the same priority in everyday practices as are the Instructional and Management Components. All three are essential if all students are to have an equal opportunity to succeed at school.*

II. Intervention Framework

The Learning Supports component of the Urban Learning Centers design includes six areas of integrated activity. This grouping of activity emerged from research on existing and desired programs and services. These six areas are:

- Classroom-focused Learning Supports

- Crisis assistance and prevention

- Support for transitions

- Home involvement in schooling

- Community outreach for involvement and support (including volunteers)

- Student and family assistance through direct services and referral

III. Infrastructure

Leadership, planning, and decision making mechanisms at district and school levels are essential for the successful implementation and sustainability of a Learning Supports component.

At the district level, this calls for an assistant or associate superintendent who develops a team that brings together all centralized staff who have responsibility for aspects of learning supports. Such a team has the responsibility to ensure every school is properly supported in its efforts to develop a comprehensive, multifaceted, and cohesive Learning Supports component.

A school-site leader for the component ideally should be a site administrator who participates in the school's decision-making processes. Such a leader helps develop a resource-oriented mechanism (e.g., a Resource Coordinating Team) that brings together all staff at the school who have responsibility for aspects of learning supports. Such a team has the responsibility to ensure over time that the school develops a comprehensive, multifaceted, and cohesive Learning Supports component.

IV. Systemic Change

The Urban Learning Center guidebooks outline a series of 13 steps for "getting from here to there" in establishing a Learning Supports component. These are organized into three stages:

- Orientation to Learning Supports: Creating Readiness for Change

- Starting Up and Phasing In: Building an Infrastructure

- Maintenance and Evolution: Refining Infrastructure, Increasing Efficacy, and Fostering Creative Renewal

There are many lessons learned from this work. For a more detailed description of the original design and for an overview of some of the major lessons learned, contact: Howard Adelman (adelman@psych.ucla.edu)

For a scaled-down description see:

>>Catalog of School Reform Models website at –
www.nwrel.org/scpd/catalog/ModelDetails.asp?ModelID=34

>>Urban Education Partnership website at – www.urbanlearning.org

Hawai`i

Unlike other states, Hawai`i's education system and the various health and social service agencies are all organized statewide. This means that the State Department of Education has direct responsibility for all schools. In 1997, the Department decided to move in major new directions related to providing student support. In doing so, they adopted the concept of a *Comprehensive Student Support System* (CSSS).

CSSS is the Hawaii Department of Education's umbrella for ensuring a continuum of supports and services that provide the academic, social, emotional and physical environments necessary if all students are to have an equal opportunity to learn and attain the state's Content and Performance Standards. This continuum begins in the classroom, with differentiated classroom practices as the base of support for each student. It extends beyond the classroom to include school and community resources, and programs.

CSSS operates in all schools, linking students and families to the resources of the Department of Education (DOE), as well as those of their neighborhood, their community, the Department of Health (DOH) and other governmental and private agencies and groups. CSSS goals are:

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

(2) Involve families, fellow students, educators, and community members as integral partners in the provision of a supportive, respectful learning environment.

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

The focus of CSSS is on prevention and early intervention. CSSS provides students, families, teachers, principals, and staff with the support they need to ensure that students succeed. An effective CSSS responds to the changing needs of students by helping to meet these needs and promote success for every student. An array of student supports ensures that the interventions provided and the delivery processes correspond to the severity, complexity, and frequency of each student's needs. When school-based supports are provided in a timely and effective manner, fewer students require more complex or intense services.

With respect to the four key problems that must be the focus of new directions thinking, Hawai`i has done the following:

I. Policy

With the legislature's support, the state has adopted the concept of a *Comprehensive Student Support System* (CSSS) as its umbrella for ensuring a continuum of supports to enable all students to learn and attain the specified content and performance standards. In effect, establishment of such a component is the policy for all schools in the state.

II. Intervention Framework

Student support is designed to address barriers that impede student success and eventually are intended to offer a seamless continuum of interventions to all students and families. The critical elements of student support are conceived as six broad arenas of activity:

- Personalized Classroom Climate and Differentiated Classroom Practices

- Prevention/Early Intervention

- Family Participation

- Support for Transition

- Community Outreach and Support

- Specialized Assistance and Crisis/Emergency Support

The extent to which these elements are included in the school's delivery of student supports is assessed on an ongoing basis. These descriptors are used to develop the schools' Standards Implementation Design (SID). Characteristics of the SID include criteria such as standards - based, data-driven results, which are oriented to and focused on learning.

Five levels of student support also are conceived. Each level increases in intensity or specialization of intervention. The five levels of student support are:

Level 1: Basic Support for All Students

Level 2: Informal Additional Support through Collaboration

Level 3: Services through School-Level and Community Programs

Level 4: Specialized Services from DOE and/or Other Agencies

Level 5: Intensive and Multiple Agency Services

III. Infrastructure

The state's Department of Education's Division of Learner, Teacher and School Support, Student Support Branch provides leadership and supports capacity building for the Comprehensive Student Support System (CSSS). Each District is asked to clarify who in the Distict provides leadership, promotes, and is accountable for the development of CSSS. Each school is asked to clarify who will be the administrative lead for the student support component. Each school is expected to have a resource-oriented mechanism (e.g., a Resource Coordinating Team).

IV. Systemic Change

To facilitate the necessary systemic changes, the state created the position of Student Services Coordinator as a pivotal person to help build school capacity for CSSS. The position of a Complex School Renewal Specialist also was created to help coordinate resources among feeder patterns of schools. Finally, the functions of Complex Resource Teachers have been enhanced to connect with the Student Services Coordinator and Complex School Renewal Specialist.

For a more detailed description of Hawai`i's work, go to our compendium at
http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/wheresithappening.html

Also see their website at: http://sssb.k12.hi.us

For more info, contact: Dr. Paul Ban, Director, Student Support Services Branch,
637 18th Ave., Bldg C, Rm 102, Honolulu, HI 96816   Ph: 808/733-4400

Iowa

The Iowa Department of Education is committed to strengthening learning supports for all students so that each has an equal opportunity to succeed at school. Recognizing the need for school-community collaboration, the Department is working with the Iowa Collaboration for Youth Development* to move the process forward. In 2003, the Department of Education established a Design Team, engaged national consultants and a national advisory panel, and created a stakeholder group and several workgroups to develop guiding frameworks to enhance Iowa's *system* of learning supports. The guiding intervention and infrastructure frameworks are to ensure such a system is fully integrated with efforts to improve instruction. To these ends, the intent is to embed such a system into the Iowa school improvement process.

In the fall of 2004, the design for a *System of Learning Supports* was finalized. The design document is entitled: *Developing Our Youth: Fulfilling a Promise, Investing in Iowa's Future – Enhancing Iowa's Systems of Supports for Learning and Development.* It will be disseminated to policy makers and leaders at state, regional, and local levels within and outside the education system who have a compelling interest in the achievement of all students and are seeking effective ways to improve student learning. It introduces a set of new concepts for systems of supports that students need if they are to achieve at high levels. The document calls for rethinking the directions for student supports in order to reduce fragmentation in the system and increase the effectiveness and efficiency by which it operates. The intended results are for all children and youth to succeed in school, grow up healthy and socially competent, and be prepared for productive adulthood.

As stressed in that document:

The goal for the Iowa educational system is to improve the learning of all students so they become successful members of a community and workforce (*Iowa Administrative Code*, *School Rules of Iowa*, Chapter 12 Preamble). To accomplish this, the state emphasizes that schools and communities must work together and with their regional and state level partners and that schools and school districts need to address all aspects of students' learning, social-emotional, and physical development.

In recent years in Iowa, there has been an increasing concern about little or, in some instances, no growth in standardized achievement test scores in reading and math. Pressures for accountability as well as demands by employers for skilled workers challenge us to develop ways to raise academic achievement levels of all students. At the same time, increased diversity and unacceptable levels of children living in poverty contribute to the challenge.

Iowa recognizes that meeting the challenge requires not only improving teaching, but also necessitates developing better ways for schools, families, and communities to facilitate learning by alleviating *barriers*, both external and internal, that can interfere with learning and teaching. The call is for a cohesive *system of learning supports* that wraps around the teacher and classroom and that is focused on achieving desired result for student success in school.

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* The Iowa Collaboration for Youth Development is a state led interagency partnership designed to better align policies and programs for the purpose of facilitating cooperative efforts among multiple state and community agencies on youth-related issues. State level collaboration partners include the Governor's office, the Departments of Public Health, Education, Human Services, Workforce Development, and Economic Development (Commission on Volunteer Services), and the Division of Criminal and Juvenile Justice Planning of the Department of Human Rights. The Steering Committee of the Iowa Collaboration for Youth Development serves as the state steering committee for this work.

Collaboration Among Partners at All Levels

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.

As was learned with *Iowa Behavioral Initiative* and *Success4,* collaboration among school and community organizations is required at all levels in order to create a comprehensive, multifaceted, and cohesive system that supports student learning and eliminates barriers that impede it. Such collaboration is essential to reduce current fragmentation, counterproductive competition for sparse resources, and marginalization of efforts to provide learning supports.

Focus on Outcomes for Systems, Children, and Youth

Systems at all levels have shared responsibility for achieving the desired "Results for Iowa Children and Youth". The outcomes identified below define the nature and scope of the changes needed if systems of learning supports are to be developed and the results are to be realized.
- quality leadership;
- safe, supportive, healthy, caring and inclusive environments;
- integrated family, school and community efforts;
- a comprehensive, multifaceted, and cohesive school community continuum of quality programs and services;
- aligned and supportive policies and resources;
- coordinated systems of data management and evaluation;
- inclusive policies, programs, and services responsive to human diversity.

With a fully implemented and sustained system of learning supports, five important outcomes for children and youth can be achieved:
- Mastery of academic and social skill competencies.
- Increased attachment to, and engagement in, school and community.
- Increased personal and interpersonal assets.
- Health promoting, less risky behavior.
- Increased competence to value, work with, and benefit from human diversity.

The Designed Prototype

The prototype for a system of learning supports addresses
- *Long term results and measures* based on available data serve as leading indicators of student success in school. Additional sets of system and student performance measures reflect the intermediate and direct impact of a system of learning supports.
- *Cohesive intervention frameworks,* grounded in the agreed upon results for all children and youth in Iowa, facilitate organization of school and community resources, programs, and services into a comprehensive continuum that supports student learning and healthy development and addresses
- *Infrastructure* organizes the functions and processes needed to implement a system of learning supports and connect the various system levels (local, regional, and state). The infrastructure focus is on mechanisms that permit schools and communities to make optimal use of their resources, reframe the roles of personnel, and integrate the instruction, management, and learning supports components of the educational system.
- *Supportive policies* at all levels are identified or developed to facilitate the implementation of a system of learning supports in ways that complement and are fully integrated into schoolcommunity efforts to improve teaching and learning and manage resources.
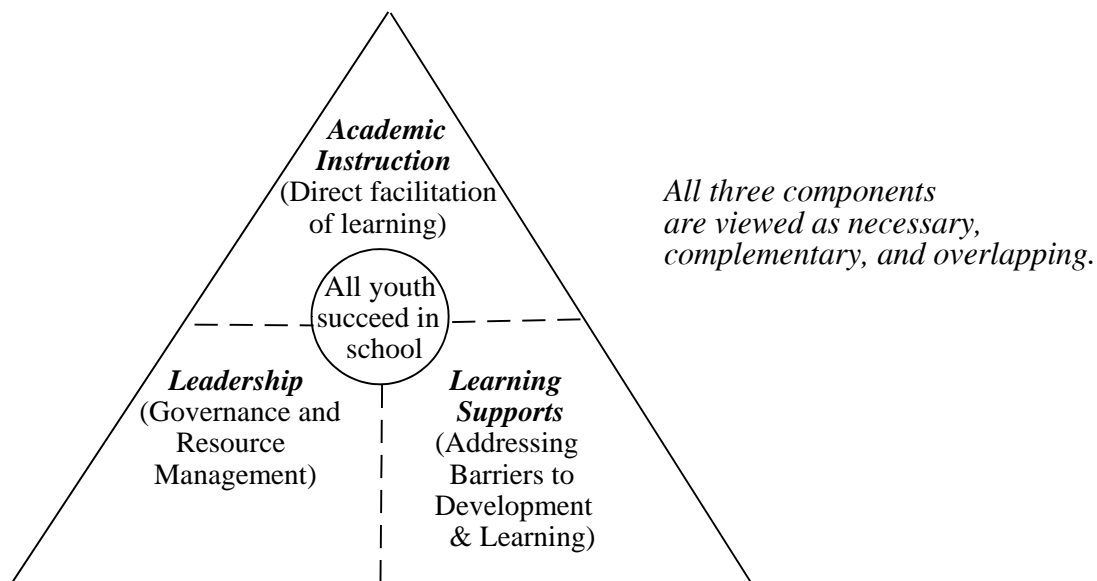
- *Capacity building* at all system levels (state, regional, and local) will (a) ensure use of definitions and guidelines that create a common language for improved communication within the educational system and with other child-serving systems and (b) enhance the knowledge, skills, and resources/tools needed to successfully implement a system of learning supports.

With respect to the four key problems that must be the focus of new directions thinking, Iowa has done the following:

I. Policy

Working with the Iowa Collaboration for Youth Development, the Iowa Department of Education has provided all schools and communities with a blueprint design for Learning Supports. The document is intended as a guide for "policy makers and leaders at the state, regional, and local levels within and outside of the education system who have a compelling interest in the achievement of all students and are seeking effective ways to improve student learning. It introduces a set of new concepts for systems of supports that students need if they are to achieve at high levels. The document calls for rethinking the directions for student supports in order to reduce fragmentation in the system and increase the effectiveness and efficiency by which it operates." The intent is to embed such a system into the Iowa school improvement process.

To guide the educational system's role in providing learning supports, the design uses a three-component organizational model that expands and can guide future school improvement efforts. The three components are: (1) *Academic Instruction*, (2) *Learning Supports,* and (3) *Leadership (*encompassing those people and functions responsible for the governance and management of the human, material, and financial resources in the education system).

Academic Instruction
(Direct facilitation of learning)

All youth succeed in school

Leadership
(Governance and Resource Management)

Learning Supports
(Addressing Barriers to Development & Learning)

All three components are viewed as necessary, complementary, and overlapping.

II. Intervention Framework

Building on efforts across the country to develop better systems of learning supports that have begun to define the content of a school's Learning Support component, Iowa's design clusters learning supports into six content/programmatic areas. Together these areas form the structure for organizing, understanding, and selecting research-based interventions intended to address the needs of students who encounter barriers that interfere with their learning at school. The six content areas from the Learning Supports component are:

- Supplements to Instruction

- Family Supports and Involvement

- Community Partnerships

- Safe, Healthy, and Caring Environments

- Transitions

- Child/Youth Engagement

By defining the content that makes up the Learning Supports component in terms of these six areas, a broad unifying framework is created within which a school-community continuum of learning support programs and practices can be organized.

Schools and communities are already implementing some programs and services that address the six content areas described above. Currently, many of these programs and services operate in isolation of one another and do not provide a cohesive, comprehensive approach to providing learning supports. By viewing the programs along a continuum of student needs, schools and communities are more likely to be able to provide the right services for the right students at the right time. Such continua encompass efforts to positively affect a full spectrum of learning, physical, social-emotional, and behavioral problems in every school and community in Iowa by

- promoting healthy development and preventing problems;

- intervening as early after the onset of problems as is feasible; and

- providing special assistance for severe and chronic problems.

The continuum provides a structure for mapping resources and identifying gaps and redundancies in services, thus increasing effectiveness and efficiency of the supports to learning. When complete, the interventions identified will encompass the full continuum of student needs and address both developmental levels and the entire age span served in the K-12 educational system.

III. Infrastructure

Iowa's design rethinking infrastructure to integrate learning supports fully into school improvement. They conceive a learning supports system infrastructure as comprised of mechanisms (e.g., teams, work groups, collaborations, partnerships) that include administrators, staff, and various

collaborating parties. The mechanisms/teams that are developed to pursue the proactive functions that over time create a comprehensive system of learning supports. These team functions include following a process that generates decisions for adding, deleting, and enhancing programs and practices in order to maximize the efficiency and effectiveness of learning supports and leverage resources. The processes executed by the team include assessing needs, mapping resources, planning, implementing, and evaluating, and providing oversight, leadership, capacity building,

They stress that., given limited resources, a Learning Supports component is established by deploying, redeploying, and weaving all existing learning support resources together. This requires rethinking infrastructure at each level of the system (i.e., local, regional, and state) where decisions are made. Learning Supports component leaders and resource management teams must carry out specific *core functions* and processes that fall within tow major categories – those intended to *build the capacity of systems* to provide learning supports and those related to the actual *development and implementation of a continuum of learning supports.*

About Learning Support Resource Management Teams

Resource-oriented teams are crucial elements of any infrastructure for implementing a cohesive system of learning supports. Some across the country call such mechanisms *Learning Supports Resource Management Teams* or *Councils*. Properly constituted, a learning supports resource team provides on-site leadership for efforts to comprehensively address programs and practices that facilitate learning and ensure the maintenance and improvement of a multifaceted and integrated approach. Learning supports resource teams can reduce fragmentation and increase cost-effectiveness by determining and supporting ways that programs and practices can function cohesively. For example, a team can coordinate resources, increase communication among school staff, families, and community partners about available services, and monitor programs to be certain they are functioning effectively and efficiently. More generally, this group can provide leadership in planning and the acquisition, organization, and deployment of resources to guide school and community personnel in evolving their vision for the children and youth that they serve.

IV. Systemic Change

The design document addresses *Getting From Here to There: Capacity Building, Getting to Scale, Sustaining, and Institutionalizing.* This section states: To move the prototype described in this document from the drawing board to implementation will require those wishing to replicate it to concentrate on the actions listed below. Each facet and task requires careful planning based on sound intervention fundamentals. This means paying special attention to the problem of the match between the changes needed and those who are to change. Specific planning and implementation steps are articulated.

Berkeley Integrated Resources Initiative

Berkeley has a strong school-community collaboration. The following are excerpts from two January 2007 documents prepared by the Berkeley Integrated Resources Initiative:

(1) *Schools-Mental Health Partnership Strategic Plan*
   (http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/BIRI%20Schools%20Mental%20Health.pdf)
(2) *Universal Learning Support System Assessment Report*
   (http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/Universal%20Learning%20Support%20System%20Assessment%20Report.pdf)

"In June 2005 the Berkeley Alliance – a longstanding partnership between the Berkeley Unified School District, the City of Berkeley, the University of California-Berkeley, and the Berkeley community – formally committed to supporting the Berkeley Integrated Resources Initiative. This is a community-wide endeavor to integrate school and community resources, in policy and practice, with a common goal of promoting healthy child and youth development and breaking down barriers to learning.

The Vision calls for the Berkeley Unified School District, the City of Berkeley, the University of California-Berkeley, and local community organizations [to] work collectively and purposely to identify and weave their relevant resources to effectively address barriers to learning and promote healthy development for all Berkeley children and youth."

The Mission calls upon the partners to "address barriers to learning and promoting healthy development for Berkeley children and youth. [This] entails the strengthening of students, schools, families, and neighborhoods to foster a developmentally appropriate learning environment in which children and youth can thrive. The systemic change process emphasizes a coordinated school improvement and agency reform effort that leverages and weaves school-owned and community-owned resources in a comprehensive manner. In their work together, schools and agencies will create and provide a continuum of support for children and youth that emphasizes promoting healthy development for all, intervening early when problems arise, and providing specialized services to address critical needs."

The first step taken was to undertake a comprehensive mapping of resources and gaps in Berkeley. To accomplish this goal it was necessary to establish a conceptual framework for the assessment. The partnership sought a model that was comprehensive enough to address the wide range of issues facing children and families as they grow and develop. After some reflection, the partnership adopted the Comprehensive Systemic Intervention Framework developed by Drs. Adelman and Taylor of the UCLA Center for Mental Health in Schools...

In August 2005 Berkeley Unified School District received an Integrating Mental Health in Schools grant from the U.S. Department of Education. This grant, organized around the Adelman and Taylor framework, called for a systemic reform process that would affect all of the public schools and students in Berkeley."

"The Berkeley Schools Mental Health Partnership is part of the Berkeley Integrated Resources Initiative, a community wide endeavor launched in 2005 to integrate school and community resources in policy and practice, with a common goal of promoting healthy child and youth development and breaking down barriers to learning. The initiative builds on a longstanding partnership between the Berkeley Unified School District, the City of Berkeley, the University of California at Berkeley and the broader community and weaves together existing institutional

change efforts into a single coordinated and unified process. The initiative calls for a systemic change process in which the organizations collaborate along a common vision, language and process, and implement necessary policy changes to sustain the effort over time.

In order to provide structure, direction and a shared theoretical approach to their work, the initiative adopted the Comprehensive Systemic Intervention Framework developed by Drs. Adelman and Taylor of the UCLA Center for Mental Health in Schools."

"This framework is based on the premise that the 'range of barriers to student learning is multifaceted and complex and the number of students affected is quite large…[and therefore] it is reasonable to stress that a comprehensive and systemic approach to intervention is necessary.' This framework, therefore, 'conceives the scope of activity as a school-community continuum of interconnected intervention systems consisting of: systems for promotion of healthy development and prevention of problems; systems for intervening early to address problems as soon after onset as is feasible; and systems for assisting those with chronic and severe problems.'

Drs. Adelman and Taylor categorize six Universal Learning Supports in an attempt to capture 'the multifaceted work schools need to pursue in comprehensively addressing barriers to learning.' The BIRI Steering Committee has added a seventh arena, cultural literacy, to emphasize the importance of supporting children and youth in culturally competent ways, given the diversity of the Berkeley community. The categories are:

1. Classroom-focused enabling - enhancing regular classroom strategies to enable learning (e.g., improving instruction for students with mild-moderate learning and behavioral problems and re-engaging those who have become disengaged from learning at school)

2. Support for transitions (e.g., assisting students and families as they negotiate school and grade changes, daily transitions)

3. Home involvement with school - strengthening families and home and school connections

4. Crisis response and prevention - responding to, and where feasible, preventing school and personal crises

5. Community involvement and support (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)

6. Student and family assistance - facilitating student and family access to effective services and special assistance as needed"

7. Cultural literacy - the ability to tailor outreach, engagement, and intervention to the unique cultural and linguistic characteristics of students and families."

"A Universal Learning Support System (ULSS) is constructed to provide **appropriate** services to **all** children and youth who need them to be successful academically, behaviorally and socially.

To accomplish this goal, a ULSS must have an appropriate continuum of highly accessible services, ranging from the least to the most intensive, and the ability to deploy them equitably to children, youth and families based on need. The system would be based on the framework of Drs. Adelman and Taylor and be a single, unified, interagency coordinated, and integrated

system of services and supports. The system would be funded, staffed and governed by all relevant public and private agencies and community organizations that share the goal of promoting healthy children, youth, families and communities...."

Comments from the Manager of Integrated Resources, Berkeley Unified School District:
"We have seen mental health as one part of a broader system of "Universal Learning Supports" (ULSS) for our students.... I did a training for a subsection of our ULSS Council (elementary schools) focused on the organization and coordination of learning support resources more holistically than we had done in the past, emphasizing a continuum of services (I kept pushing to try and get people to think about prevention/promotion) in areas such as mental and physical health, afterschool programing, special education, and on more abstract sometimes unrecognized supports such as the unique strengths of teachers/staff and their relationships with students.

So while we are pushing an elephant one step at a time, I really feel that our system is moving. But it is clearly a long term process that takes time, and also needs to be resourced. We are looking at ways of generating new financial resources to support it. Some of these appears may well come directly from BUSD, which is a real sign of increased buy-in."

For a more detailed description of Berkeley's work, go to our compendium at
http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/wheresithappening.html

For more information contact: Lisa Warhuus, Ph.D., Manager, Integrated Resources
Berkeley Unified School District
Phone: 510/644-8991;
Email: Lisa_Warhuus@berkeley.k12.ca.us

Harrisburg School District, Harrisburg, Pennsylvania

In 2005-2006 school year, the Harrisburg School District began District began a study to determine what could be done to more effectively enable Harrisburg students to learn and how could Harrisburg schools address barriers to learning and teaching? Subsequently, the administration committed the District to a multi -year initiative to develop a full continuum of learning supports involving District and community. The continuum was conceived as comprehensive – including prevention of problems, early intervention to address barriers as soon as feasible, and targeted treatment or care services for children with chronic and severe problems.

A process was initiated to design a "Comprehensive Model for Student Achievement." The figure below was adopted to emphasize the nature and scope of the design.

Harrisburg
Comprehensive Model for Student Achievement

Academic Instruction
(Direct Facilitation of Learning)

Supports for Learning
(Addressing Barriers to Learning)

Family

Student

School

Community

Leadership
(Governance and Resource Management)
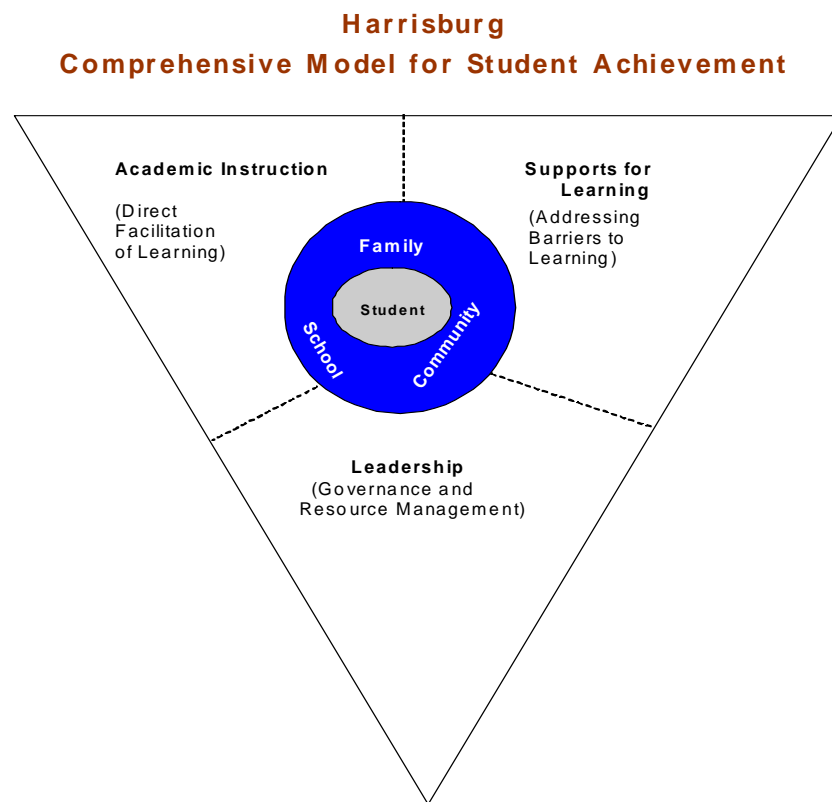
All three components are viewed as necessary, complementary and overlapping.

The district administration is proposing the Board adopt this model as part of its school improvement initiative. The proposal states:

> "Such a model shall illustrate the three major components: academic instruction, supports for learning and leadership. All these components are necessary, complementary and overlapping. The student, family, school and community are essential elements. The model will guide coordination and integration of new and existing programs and activities related to school, home and community."

The Board proposal also states:

"Implementation of the comprehensive model will be guided by the Cabinet members with specific responsibilities assumed by the Assistant Superintendent responsible for curriculum and instruction (Academic Instruction) and the Assistant Superintendent responsible for student support services (Supports for Learning).

The Superintendent and Deputy Superintendent will guide and incorporate the renewal of student support services into the District's strategic plan. They shall also direct those responsible for professional development throughout the District to incorporate a substantial focus on the supports for learning.

At the District and school site levels, administrators shall identify, assign and analyze resources to ensure their most effective use. This shall include appropriate school-community collaborations to effectively improve classroom instruction and student learning."

A Steering Group was established to facilitate the work of six sub-committees (work groups) focusing on the following areas:

- Classroom-Focused In Observations/Culture enhancing classroom-based efforts to enable learning
- Crisis Assistance and Prevention
- Support for transitions
- Home Involvement in Schooling
- Community Outreach for Involvement and Support (including a focus on volunteers)
- Student and Family Assistance

Each work group was charged with reviewing barriers to learning relevant to the area in which they were working and prepare an inventory of what the District currently does and what it should be doing to address such barriers. Then, each group was to suggest which priority activities the District should undertake in 2006-2007 school year (to review the priorities go to our compendium at http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/wheresithappening.html).

For the 2006-2007 school year, the work is proceeding under the direction of the Assistant Superintendent, Student Support Services.

With respect to the four key problems that must be the focus of new directions thinking, Harrisburg is doing the following:

I. Policy

As can be seen from the above and the appended material, Harrisburg is addressing policy through direct action by the administration including a policy proposal to the Board.

II. Intervention Framework

Committed to developing a three component approach to school improvement, with supports for learning (addressing barriers to learning) as a primary and essential facet. The intent is that supports

for learning be developed into a comprehensive continuum focused on prevention of problems, early intervention to address barriers as soon as feasible, and targeted treatment or care services for children with supports chronic and severe problems. This will be accomplished through District and community collaboration in developing six areas or learning supports.

III. Infrastructure
&
IV. Systemic Change

An Assistant Superintendent for Student Supports will guide the full development of the design which will include rethinking current infrastructure at the school, cluster, and district levels. Once the prototype design is complete, a strategic plan will be developed for systemic change.

> For a more detailed description of Harrisburg's initial work, go to our compendium at http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/wheresithappening.html ed materials.
>
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Madison Metropolitan School District, Madison, WI

We are awaiting an update from Madison. The following is the description included in our November, 2004 report.

The District is simultaneously developing and implementing a unified district-wide vision that supports the beliefs, values, and practices inherent in a comprehensive student support system and professional learning community. Such a comprehensive system of student supports aims to ensure all students have the opportunity to become successful adults. This is described as "a major change for the district because it requires the construction of system wide supports and staff working in professional learning communities."

Central to the work are research and best practices that can produce positive student outcomes related to the following core components:

- Practices that focus equally on improvement of *learning*, increased student *engagement* with schooling, and development of positive *relationships* between youngsters and adults

- Collaborative problem-solving strategies to determine why youngsters are not engaged, learning, or developing positive relationships

- Systematic, progressive supports and interventions for youngsters who are not having success, which in turn is intended to reduce dependence on special education

- A culture that embraces collaboration among staff, parents/guardians, and the community and that links with community supports and services.

Madison's expanded framework fully integrates student support with its concern for improving instruction. The primary organizers for the framework are a focus on (1) engagement (connection to schooling), (2) learning (acquiring knowledge and skills), and (3) relationships (connections to people). Practices are to "focus equally on improvement of learning, increased student engagement with schooling and development of positive relationships between children and adults." There is an emphasis on collaboration among staff, parents/guardians, and the community and links with community supports and services. For students who are not succeeding at school, the framework provides for a progressive assessment and problem solving sequence that starts with classroom specific supports, moves to school/district wide supports if necessary, on to time limited specialized support when needed, and finally offers long term intensive specialized support.

With respect to the four key problems that must be the focus of new directions thinking, Madison has done the following:

I. Policy

The district's 1999-2000 updated strategic plan established policy priorities and goals to address the immediate and emerging challenges facing the district. In addition to the emphasis on *instructional excellence*, high level priority was assigned to *student support* (assuring a safe, respectful and welcoming learning environment) and *home and community partnerships*. These priorities are to be accomplished in ways that enhance staff effectiveness and fiscal responsibility.
In 2004, this framework was built into the district's School Improvement Planning Process at each school.

II. Intervention Framework

Interventions are built around the three concepts of *learning*, *engagement* with schooling, and development of *positive relationships*. District staff are using the following intervention continuum as an organizing framework for mapping and analyzing resource use, identifying intervention gaps, and establishing program development priorities:

> Systems for Positive Development & Systems of Prevention: Primary Prevention (low end need/low cost per student programs)
>
> Systems of Early Intervention: early-after-onset (moderate need, moderate cost per student programs)
>
> Systems of Care: treatment of severe and chronic problems (high end need/high cost per student programs)
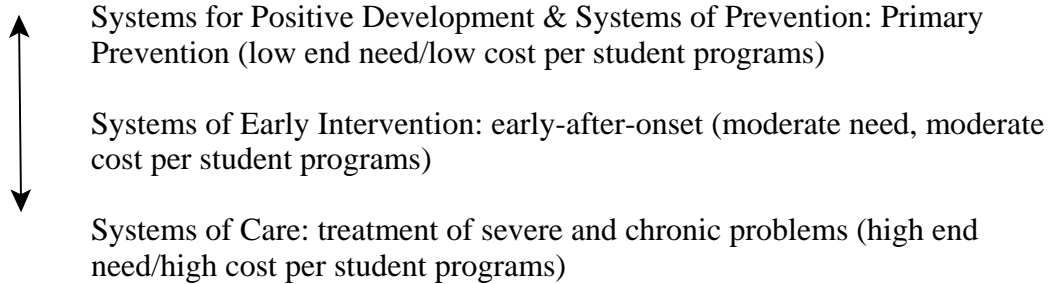
III. Infrastructure
&
IV. Systemic Change

The infrastructure at the schools is conceived in terms of (1) a building leadership team, (2) an intervention team, and (3) a building consultation team. At the district level, student support leadership are part of the instructional cabinet to ensure full integration of the framework components. There also is a Framework Advisory Team.

The current focus is on developing the comprehensive student support system and professional learning community. Strategic priority action teams have been given the responsibility to:

> >provide oversight for existing initiatives
> >identify implementation strategies resulting from the strategic planning process
> >identify indicators, targets and measure
> >recommend benchmarks and standards for assessing school district performance
> >use these benchmarks and standards to identify and/or validate areas of improvement
> >recommend improvement projects

The District staff development program is establishing "Framework Resource Teachers" to work with support staff and schools to develop "Framework School Teams." These teams have three components: a building leadership team, and intervention team, and a building consultation team.

For a more detailed description of Madison's work, go to our compendium at http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/wheresithappening.html

Website at: http://www.madison.k12.wi.us/

For more info, contact: Mary Gulbrandsen, Chief of Staff, 545 W. Dayton St., Madison, WI 53703 Ph: 608/663-1670

Saint Paul Public Schools, St. Paul, MN

We are awaiting an update from St. Paul. The following is the description included in our November, 2004 report.

In recent years, the Saint Paul schools have explored new directions for providing learning supports through special projects. With support from the Wilder Foundation in St. Paul, they focused on three schools designated as Achievement Plus schools. Then with a federal Safe Schools/Healthy Students grant (in collaboration with the Wilder Foundation), they expanded from a narrow focus on mental health to an emphasis on addressing barriers to learning by adopting a comprehensive learning supports approach. As part of this work, a plan was developed to scale up to 13 schools using specially trained consultants to assist in coordinating, integrating and expanding comprehensive approaches to addressing barriers to learning. Plans call for further scale-up.

Achievement Plus Schools and Learning Supports for Students and Families

Achievement Plus is designed to guide the education reform efforts of the Saint Paul Public School District, as well as school districts throughout Minnesota and across the country. Achievement Plus operations began in 1997 at two Saint Paul schools: Monroe Achievement Plus Community School serving kindergarten through eighth grade and Dayton's Bluff Achievement Plus Elementary School serving kindergarten through sixth grade. Through Achievement Plus, substantial renovations and expansions were completed in these two schools. John A. Johnson Achievement Plus Elementary School, a former high school, was also fully renovated and now serves kindergarten through sixth grade. The three Achievement Plus schools together serve more than 1,500 students, their families, and communities.

The focus on learning supports at these schools was implemented to provide a demonstration for eventual district-wide scale-up. Achievement Plus is described as "a public-private collaborative created to support learning for all children. The Achievement Plus collaborative includes Saint Paul Public Schools, Ramsey County, the City of Saint Paul, and the Amherst H. Wilder Foundation. The state of Minnesota has also provided significant financial support for the initiative, as have many foundations and corporations.

"A core feature of Achievement Plus is that the schools are a hub for the community and an access point for educational and social services. These services strive to remove the barriers to learning for students and parents. A model from the Center for Mental Health in Schools at UCLA guides our approach to Learning Supports and focuses on these six areas of prevention and intervention:

> *** Classroom-focused supports

> *** Crisis assistance and prevention

> *** Support for student transitions

> *** Home involvement in schooling

> ***Community outreach and volunteering in schools

> *** Direct student and family assistance such as mental health counseling, dental clinic, nurse practitioners, and health education classes

Each Achievement Plus school has a Family Resource Center that offers a welcoming place for parents to meet; parenting classes; drop-in child care; family literacy nights; referrals for housing, jobs, and health insurance; and access to telephones and computers."

Sites Established by the Safe Schools/Healthy Students Initiative

At these sites, interventions were conceived in terms of the following six areas:

>coordinating and providing services to students and families

>responding to and preventing crises

>classroom teacher support and consultation

>supporting transitions

>increasing home involvement in schooling

>developing greater community involvement and support for the school.

The work of the specially trained consultants involved a combination of building infrastructure, facilitating systemic changes, and helping establish procedures to coordinate and develop interventions. Initial efforts focused on integrating school support interventions and developing a broad-based preventive emphasis to address the needs of urban learners. To these ends, resource-oriented mechanisms were used to map resources and ensure interventions match the assessed needs of the school staff, parents, and students.

District Changes

Based on this work and related initiatives (including the MN State Summit for New Directions for Student Support), reports from the District's Office of Student Services indicate that discussions are underway about setting new directions that recognizes student support and learning supports are as important as instruction at the school level. The Office of Student Services includes the Student Placement Center, Student Wellness and the Guidance, Counseling and Related Services Department. In 2004, the Office was assigned a new director.

For a more detailed description of their work in recent years, go to our compendium at
http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/wheresithappening.html

For more info:
  >About Achievement Plus –
        www.achievementplus.org/supports/index.php

  >About District's Office of Student Services –
        www.stpaul.k12.mn.us/Student_services.html

California

Proposed Legislation for a
Comprehensive Pupil Learning Supports System

During the 2004 session of the California Legislature, the speaker pro tem of the Assembly introduced a bill to develop a *Comprehensive Pupil Learning Support System*. The bill was placed in suspension at the end of the 2004 session so that further work could be done to refine a few aspects. The revision was carried forward into the 2005-2006 legislative session. For a variety of reasons, the bill was not passed during the session, but was reintroduced in the 2006-2007 legislative session.*   The bill as currently proposed is included in the material appended to this document and online at http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/calegislation.pdf.

The bill's intent in establishing the *Comprehensive Pupil Learning Support System* (CPLSS) is "to provide all pupils with a support system to ensure that they will be productive and responsible learners and citizens. It is further the intent of the Legislature that the CPLSS ensure that pupils have an equal opportunity to succeed at school and to do so in a supportive, caring, respectful, and safe learning environment. These goals shall be accomplished by involving pupils, teachers, pupil support professionals, family members, and other school and community stakeholders in the development, daily implementation, monitoring, and maintenance of a learning support system at every school and by braiding together the human and financial resources of relevant public and private agencies."

With respect to the four key problems that must be the focus of new directions thinking, the California legislation does the following:

I. Policy

As it was proposed, this bill would establish policy for a *Comprehensive Pupil Learning Support System* (CPLSS) to provide each pupil with a support system to ensure that each pupil will be a productive and responsible learner and citizen." The bill would require each elementary, middle, and high school to develop a school action plan, as specified, based on guidelines to be developed by the State Department of Education. The bill would require each school action 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. It declares the intent of the Legislature to *require* the State Department of Education to administer and implement the CPLSS through existing personnel and program resources and adopt regulations for implementation. It also declares the intent that the CPLSS be fully integrated with other efforts to improve instruction and focus on maximizing the use of resources at individual schools and at the district level. Collaborative arrangements with community resources are to be developed with a view to filling any gaps in the CPLSS.

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*The California bill builds on the Hawai`i legislation mandating a *Comprehensive Student Support System* in every school in the state. The Hawai`i bill also is included in the material appended to this document and is online at http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/hawaii.pdf

The following are among the legislative statement of findings upon which the bill is based:

- Learning supports are the resources, strategies, and practices that provide physical, social, emotional, and intellectual supports intended to enable all pupils to have an equal opportunity for success at school. To accomplish this goal, a comprehensive, multifaceted, and cohesive learning support system should be integrated with instructional efforts and interventions provided in classrooms and schoolwide to address barriers to learning and teaching.
- There is a growing consensus among researchers, policymakers, and practitioners that stronger collaborative efforts by families, schools, and communities are essential to pupil success.
- An increasing number of American children live in communities where caring relationships, support resources, and a profamily system of education and human services do not exist to protect children and prepare them to be healthy, successful, resilient learners.
- Especially in those communities, a renewed partnership of schools, families, and community members must be created to design and carry out system improvements to provide the learning support required by each pupil in order to succeed.
- Learning support is the collection of resources, 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 pupil needs to achieve high-quality learning.
- A school that has an exemplary learning support system employs internal and external supports and services needed to help pupils become good parents, good neighbors, good workers, and good citizens of the world.
- The overriding philosophy is that educational success, physical health, emotional support, and family and community strength are inseparable.
- To implement the concept of learning supports, the state must systematically realign and redefine existing resources into a comprehensive system that is designed to strengthen pupils, schools, families, and communities rather than continuing to respond to these issues in a piecemeal and fragmented manner.
- Development of learning supports at every school is essential in meeting the needs arising from the federal No Child Left Behind Act and the Individuals with Disabilities Education Act. The state needs to ensure that each pupil is able to read, write, and relate effectively, has self-worth, has meaning-based learning opportunities, and has positive support networks from their peers, teachers, pupil support professionals, family members, and other school and community stakeholders.
- It is essential that each pupil becomes literate, confident, caring, and capable of thinking critically, solving problems, communicating effectively, and functioning as a contributing member of society.
- The education climate in the public schools of the state, as measured by overcrowded schools, absenteeism, increasing substance and alcohol abuse, school violence, sporadic parental involvement, dropouts, and other indicators, suggest that the state is in immediate need of learning supports.
- A learning support system needs to be developed at every school to ensure that pupils have essential support for learning, from kindergarten to high school.
- A learning support system should encompass school-based and school-linked activities designed to enable teachers to teach and pupils to learn. It should include a continuum of interventions that promote learning and development, prevent and respond early after the onset of problems, and provide correctional, and remedial programs and services. In the aggregate, a learning support system should create a supportive and respectful learning environment at each school.

- A learning support system is a primary and essential component at every school, designed to support learning and provide each pupil with an equal opportunity to succeed at school. The learning support system should be fully integrated into all school improvement efforts.
- The State Department of Education, other state agencies, local school districts, and local communities all devote resources to addressing learning barriers and promoting healthy development. Too often these resources are deployed in a fragmented, duplicative, categorical manner that results in misuse of sparse resources and failure to reach all the pupils and families in need of support. A learning support system will provide a unifying concept and context for linking with other organizations and agencies as needed and can be a focal point for braiding school and community resources into a comprehensive, multifaceted, and cohesive component at every school.

II. Intervention Framework

As proposed, each elementary, middle, and high school would develop a CPLSS component by developing a school action plan. Each school action plan would be developed with the purpose of doing all of the following:

(1) *Enhance the capacity of teachers to address problems, engage and re-engage pupils in classroom learning, and foster social, emotional, intellectual, and behavioral development.* The component of the school action plan required by this paragraph shall emphasize ensuring that teacher training and assistance includes strategies for better addressing learning, behavior, and emotional problems within the context of the classroom. Interventions may include, but not be limited to, all of the following:
- Addressing a greater range of pupil problems within the classroom through an increased emphasis on strategies for positive social and emotional development, problem prevention, and accommodation of differences in the motivation and capabilities of pupils.
- Classroom management that emphasizes re-engagement of pupils in classroom learning and minimizes over-reliance on social control strategies.
- Collaboration with pupil support staff and the home in providing additional assistance to foster enhanced responsibility, problem solving, resilience, and effective engagement in classroom learning.

(2) *Enhance the capacity of schools to handle transition concerns confronting pupils and their families.* The component of the school action plan required by this paragraph shall emphasize ensuring that systems and programs are established to provide supports for the many transitions pupils, their families, and school staff encounter. Interventions may include, but are not limited to, all of the following:
- Welcoming and social support programs for newcomers.
- Before, during, and afterschool programs to enrich learning and provide safe recreation.
- Articulation programs to support grade transitions.
- Addressing transition concerns related to vulnerable populations, including, but not limited to, those in homeless education, migrant education, and special education programs.
- Vocational and college counseling and school-to-career programs.
- Support in moving to postschool living and work.
- Outreach programs to re-engage truants and dropouts in learning.

(3) *Respond to, minimize the impact of, and prevent crisis.* The component of the school action plan required by this paragraph shall emphasize ensuring that systems and programs are established for emergency, crisis, and followup responses and for preventing crises at a school and throughout a complex of schools. Interventions may include, but are not limited to, all of the following:
- Establishment of a crisis team to ensure immediate response when emergencies arise, and to provide aftermath assistance as necessary and appropriate so that pupils are not unduly delayed in re-engaging in learning.
- Schoolwide and school-linked prevention programs to enhance safety at school and to reduce violence, bullying, harassment, abuse, and other threats to safety in order to ensure a supportive and productive learning environment.
- Classroom curriculum approaches focused on preventing crisis events, including, but not limited to, violence, suicide, and physical or sexual abuse.

(4) *Enhance home involvement.* The component of the school action plan required by this paragraph shall emphasize ensuring there are systems, programs, and contexts established that lead to greater involvement to support the progress of pupils with learning, behavior, and emotional problems. Interventions may include, but are not limited to, all of the following:
- Interventions that address specific needs of the caretakers of a pupil, including, but not limited to, providing ways for them to enhance literacy and job skills and meet their basic obligations to the children in their care.
- Interventions for outreaching and re-engaging homes that have disengaged from school involvement.
- Improved systems for communication and connection between home and school.
- Improved systems for home involvement in decisions and problem solving affecting the pupil.
- Enhanced strategies for engaging the home in supporting the basic learning and development of their children to prevent or at least minimize learning, behavior, and emotional problems.

(5) *Outreach to the community in order to build linkages.* The component of the school action plan required by this paragraph shall emphasize ensuring that there are systems and programs established to provide outreach to and engage strategically with public and private community resources to support learning at school of pupils with learning, behavior, and emotional problems. Interventions may include, but are not limited to, all of the following:
- Training, screening, and maintaining volunteers and mentors to assist school staff in enhancing pupil motivation and capability for school learning.
- Job shadowing and service learning programs to enhance the expectations of pupils for postgraduation opportunities.
- Enhancing limited school resources through linkages with community resources, including, but not limited to, libraries, recreational facilities, and postsecondary education institutions.
- Enhancing community and school connections to heighten a sense of community.

(6) *Provide special assistance for pupils and families as necessary.* The component of the school action plan required by this paragraph shall ensure that there are systems and programs established to provide or connect with direct services when necessary to address barriers to the learning of pupils at school. Interventions may include, but are not limited to, all of the following:

- Special assistance for teachers in addressing the problems of specific individuals.
- Processing requests and referrals for special assistance, including, but not limited to, counseling or special education.
- Ensuring effective case and resource management when pupils are receiving direct services.
- Connecting with community service providers to fill gaps in school services and enhance access for referrals.

III. Infrastructure
&
IV. Systemic Change

As proposed in the legislation: "The development, implementation, monitoring, and maintenance of the school action plan shall include, but not be limited to, all of the following components:

- Reframing the roles and functions of support staff for pupils, including, but not limited to, the roles of school psychologists, school counselors, school social workers, and school nurses.
- Ensuring effective school mechanisms for assisting individuals and families with family decisionmaking and timely, coordinated, and monitored referrals to school and community services when indicated.
- A mechanism for an administrative leader, support staff for pupils, and other stakeholders to work collaboratively at each school with a focus on strengthening the school action plan.
- A plan for capacity building and regular support for all stakeholders involved in addressing barriers to learning and promoting healthy development.
- Compliance with the guidelines developed by the department.
- Accountability reviews.
- Minimizing duplication and fragmentation between school programs.
- Preventing problems and providing a safety net of early intervention.
- Responding to pupil and staff problems in a timely manner.
- Connecting with a wide range of school and community stakeholder resources.
- Recognizing and responding to the changing needs of all pupils while promoting the success and well-being of each pupil and staff member.
- Creating a supportive, caring, respectful, and safe learning environment.

Each school shall integrate the CPLSS school action plan with other programs to improve instruction. Each school shall focus on maximizing its use of available resources at the individual school level and the school district level in order to implement this program. The school action plan shall be integrated into any existing school improvement plans and shall reflect all of the following:

- School policies, goals, guidelines, priorities, activities, procedures, and outcomes relating to implementing the CPLSS.
- Effective leadership and staff roles and functions for the CPLSS.
- A thorough infrastructure for the CPLSS.
- Appropriate resource allocation.
- Integrated school/community collaboration.
- Regular capacity building activity.
- Delineated standards, quality and accountability indicators, and data collection procedures.

For the purposes of this section, "complex of schools" means a group of elementary, middle, or high schools associated with each other due to the natural progression of attendance linking the schools.

- To ensure that the CPLSS is developed cohesively, efficiently uses community resources, and capitalizes on economies of scale, CPLSS infrastructure mechanisms shall be established at the school and district level.
- Complexes of schools are encouraged to designate a pupil support staff member to facilitate a family complex CPLSS team consisting of representatives from each participating school.
- Each school district shall establish mechanisms designed to build the capacity of CPLSS components at each school, including, but not limited to, providing technical assistance and training for the establishment of effective CPLSS components."

The state department of education is to facilitate the establishment of the CPLSS by doing all of the following:

- Developing standards and strategic procedures to guide the establishment of the CPLSS component at each school.
- Providing ongoing technical assistance, leadership training, and other capacity building supports.
- Realigning credentialing of pupil services professionals to comport with the CPLSS component.
- Rethinking the roles of pupil services personnel and other support staff for pupils and integrating their responsibilities into the educational program in a manner that meets the needs of pupils, teachers, and other educators.
- Detailing procedures for establishing infrastructure mechanisms between schools and school districts.
- Coordinating with other state agencies that can play a role in strengthening the CPLSS.
- Ensuring that the CPLSS is integrated within the organization of the department in a manner that reflects the school action plans.
- Enhancing collaboration with state agencies and other relevant resources to facilitate local collaboration and braiding of resources.
- Including an assessment of the CPLSS of each school in all future school reviews and accountability reports.

> See full text at: http://smhp.psych.ucla.edu/summit2002/sb288(2-15-07).pdf

Prevention and Early Intervention Initiative
as Related to Schools,
California's Mental Health Services Act

The work being done in relation to this Act will have an impact not only in CA but in many other states as they transform their MH systems and focus on the role of schools. Therefore, we have worked closely with the CA. Department of Mental Health as it prepares its proposed Prevention and Early Intervention initiative. The agency's current efforts have incorporated major facets of the frameworks developed by the Center for Mental Health in Schools at UCLA. For example, they have used the frameworks and related work in developing their **"Standards for Key Areas in Developing Systems for Prevention and Early Intervention**." (See the MHSA PEI School-Based Program entitled, "*Mental Health Services Act, Prevention and Early Intervention, Standards for School-Based Programs, Interventions and Systems*, February 2007") available at: (http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/CAStandardsforSchool-BasedPrograms.pdf)

For a more detailed description of this work, go to our compendium at
http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/wheresithappening.html

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other (916) 653-2358 (Martha Turner)
Department website: http://www.dmh.ca.gov

Multnomah (OR) Education Service District

School Board Policy for Learning Supports

A recent example of action by a school board comes from the Multnomah Education Service District (MESD) in Oregon. In July, the board established a Learning Supports policy that includes the following statements:

- The Board ... resolves that components to address barriers to student learning and enhance healthy development be fully integrated with efforts to improve instruction and management/governance . . . and be pursued as a primary and essential component of the MESD education reforms . . . .

- 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.
  . . .

- 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.

- The Board directs the Superintendent to ensure those responsible for professional and other stakeholder development throughout the District to incorporate a substantial focus on learning support . . . into all such training and development activities.

- 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.

> For more information, contact Board Member Janice Gratton –
>   email: jandsgratton:@comcast.net

Examples and Lessons Learned from Some Specific Innovations Reported in Recent Years

The following are in continuous state of flux. The descriptions provided here are those included in our November, 2004 report.

- California Department of Education

- Washington Office of Public Instruction

- Los Angeles Unified School District

- Detroit Public Schools

- Somerset County (MD) School

- Richland School District Two, Columbia, SC

California Department of Education
Learning Support and Partnership Division

In the 1990s, the California Department of Education pioneered a move toward creating an umbrella for the "collection of school, home and community resources, strategies and practices, and environmental and cultural factors that gives every young person the physical, emotional and intellectual support he/she needs to learn." To accomplish this, they established a *Learning Support and Partnership Division* within their Child, Youth and Family Services Branch. Currently, the division is housed within the Curriculum & Instruction Branch.

The Department defined *learning support* as "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."

It was stressed that "a school that has an exemplary learning support system employs all the internal and external supports and services needed to help students to become good parents, good neighbors, good workers, and good citizens of the world. The overriding philosophy is that educational success, physical health, emotional support, and family and community strength are inseparable. Because learning support is an integral part of the educational program, the Program Quality Review teams (including students, parents, school staff, and community members) need to assess learning support provided to students and are encouraged to include specific learning support objectives in the improvement plan."

Currently, *learning support* at the state department encompasses a focus on:

- A supportive, safe, and healthy learning environment and culture

- Positive child/youth development

- Effective family, school, community partnerships

- Personalized assistance to students

- Equitable access to learning support programs and services

In establishing this division, the Department stated that "there is a growing consensus among researchers, policymakers, and practitioners that stronger collaborative efforts by families, schools, and communities are essential to students' success. Schools need to depend on families to see that children come to school every day ready to learn; families and the community depend on schools to take the primary role in ensuring that students achieve high educational standards and provide a safe and healthy school environment; families and schools depend on community partners to provide opportunities and accessible supports and services to meet students' basic needs and to foster their growth and development. Tragically, an increasing number of American children live in communities where caring relationships, support resources, and a profamily system of education and human services do not exist to protect children and prepare them to be healthy, successful, resilient

learners. Especially in these communities, a renewed partnership of schools, families, and community members must be created to design and carry out system improvements to provide the learning support required by each student in order to succeed."

The specific programs currently included under the umbrella of the division are:

>21st Century Community Learning Centers
>After School Education and Safety
>American Indian
>Cousneling/Student Support
>Foster Youth Services
>Health
>Healthy Start
>Migrant/International
>Safe Schools
>Service Learning
>Tenth-Grade Counseling

For a more detailed description of this work, go to our compendium at
http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/wheresithappening.html

Also see their website at: http://www.cde.ca.gov/cyfsbranch/lsp/index.html

For more info, contact: Jan Mayer, Director of the Learning Support & Partnerships
    Division, 1430 N Street, Suite 6408, Sacramento, CA 95814   Ph: 916/319-0911

Washington State Office of the Superintendent of Public Instruction

Under the leadership of Superintendent Terry Bergeson, five major strategic goals were established by the state education agency. The third goal focused on improving the environment for learning. "Even with the best teachers, students who come to school sick, tired, or hungry, who feel unsafe on campus, who are dealing with complicated home issues, or who arrive in school as kindergartners with little early learning or exposure to other children have a hard time focusing on learning. Through our strategic plan, we are working with schools, students, families, communities, and other partners to ensure that students get the support they need to thrive as healthy and engaged learners at all ages." This goal is stated as follows: *All schools, in partnership with students, families, and communities, provide safe, civil, healthy, and engaging environments for learning.*

Policy for a Supportive Learning Environment

At one point in their school improvement efforts, the state adopted the umbrella term, *Supportive Learning Environment*, to encompass this goal. In doing so, it defined a Supportive Learning Environment as one that is "safe, civil, healthy and intellectually stimulating where students are engaged in learning and are committed to acquiring the knowledge, attitudes, skills and behaviors to succeed in the 21st century. Such an environment must be supported by weaving together the resources of students, families, communities, and school staff." Also stressed was that such an environment is one where "students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers."

As initially formulated, the goal for a supportive learning environment encompassed four areas of focus: (a) early and extended learning opportunities, (b) safe and healthy schools, (c) personalized guidance for every student, and (d) comprehensive health and social services.

Three objectives and related measures developed in relation to this goal are to ensure that (1) all schools have safe, civil, and healthy learning environments for students and staff, (2) all schools offer learning environments that engage every student, and (3) students have access to social and health services that reduce barriers to learning. To achieve these objectives, the initial focus was on designing strategies for enhancing personal health and safety, improving facilities, improving school health and safety systems.

In policy, then, the focus on *Safe, Civil, Healthy, and Engaging Schools* is stated as an essential component for ensuring student learning. It is clearly reflected in the Office's vision that "All students achieve at high levels, taught by high-quality educators and staff in safe, supportive, and well-managed schools."

Infrastructure

In discussing development of a supportive learning environments, it was recognized that the focus must be on the partnership between school, community and family environments that support academic achievement. Designing such a system was seen as an inter-agency and multi-disciplinary task including the identification of standards, creation of a system for implementation, and use of accountability outcomes that closely correlate with improved academic achievement.

The Superintendent organized this work under a Deputy Superintendent and an Assistant Superintendent for Student Support/ Operations, with directors/staff assigned to focus on various programs, such as Alternative Education, Early Childhood Education Centers, Even Start, Family Literacy, Health Services, Home-Based Education, Homeless Education, Institutional Education Partnerships for Learning, Private Education, Readiness to Learn, Truancy, Safe and Drug Free Schools.

Indicators of a Supportive Learning Environment

- Increases in student's bonding to school (opportunities, recognition, skills).

- There is a warm and friendly atmosphere.

- There is a reduction in discipline referrals (number, severity).

- Test scores are improving (norm and criterion-referenced).

- There is low staff turnover.

- Students and teachers are listening to others; respectful and courteous.

- Students take personal responsibility for their learning and behavior.

- Each student is supported by an adult advocate.

For a more detailed description of this work, see the attached materials.

Also see their website at: www.k12.wa.us/schoolimprovement/environment.aspx

For more info, contact: Marcia Riggers, Assistant Superintendent, Student Support and Operations, Office of Superintendent of Public Instruction, 600 Washington St SE, Olympia, WA 98504-7200   Ph: 360/725-6175

Los Angeles Unified School District, Los Angeles, CA

The Los Angeles Unified School District (LAUSD) provides many lessons learned. Over the 1990s, LAUSD pioneered a variety of efforts to move student supports in new directions. A bold and ambitious strategic plan was developed and initial efforts were set in motion to implement the plan. For a variety of reasons, the work stalled. There are still important vestiges of new directions in place and many lessons to share.

In the mid 1990s, the Division of Student Health and Human Services took the lead in developing a plan for improving "learning supports." The stated goals in the *Strategic Plan for Restructuring of Student Health and Human Services* were:

>to increase the organization, effectiveness, and efficiency of the District to provide learning supports to students and their families

>to increase partnerships with parents, schools, community-based organizations, city, and county efforts that support improved health and education outcomes for youth.

To these ends, the Division of Health and Human Services adopted the following mission statement:

"The District will increase student achievement by reducing barriers to learning through integrated LEARNING SUPPORT including:

>the provision of direct services in collaboration with colleagues, parents, teachers, and administrators in the systematic development of learning support programs with strategic focus on early intervention

>collaboration and linkage with other community and professional providers who serve the same students and families."

Among the specifics stressed in the proposal were the importance of:

(1) adopting the seven area framework being used by the Division of Health and Human Services to guide coordination and integration of existing programs and activities. The seven areas are:

- Classroom Learning Support,
- Learning Environment and School Culture,
- Support for Student Transitions and Mobility,
- Parent Involvement,
- School and Community Safety (prevention and crisis intervention),
- Health and Social Services
- Community and Volunteer Assistance

(2) countering fragmentation by restructuring the central office administrative organization to place all programs and activities related to Learning Support including Special Education under the leadership of one administrator;

(3) incorporating a substantial focus on the Learning Support Component into all stakeholder development activity;

(4) encouraging all clusters and schools to support development of Cluster/Complex Resource Coordinating Councils and School-Site Resource Coordinating Teams because such teams provide key mechanisms for enhancing the Learning Support component by ensuring 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.

Organization Facilitators (Systemic Change Agents)

To facilitate the systemic changes designated by the extensive restructuring, the strategic plan called for developing a cadre of change agents termed *Organization Facilitators*. Initially, these change agent positions were supported through a combination of general funds and some special project resources. Through provisions of Title XI of the Improving Americas Schools Act, the district subsequently was able to fund enough Organization Facilitators to cover all 27 of its school clusters.*

The initial intent was for Organization Facilitators to assist schools first in developing resource-oriented teams (e.g., school-site *Resource Coordinating Teams*) as a key element in ensuring a school developed the type of infrastructure needed to evolve a comprehensive, cohesive Learning Supports component. After the Teams were functioning, they were to move on to help establish complex-wide *Resource Coordinating Councils* for a high school and its feeder schools. Instead of this, their focus went first and foremost to development of *Councils* – with a focus on enhancing coordination of resources and services for the complex of schools.

Currently, working with complex Councils, Organization Facilitators help stakeholders identify and clarify the needs of greatest priority for their students and families. They also help connect with health and human service providers from the District and the community to develop action steps and new service delivery patterns for students and families. The emphasis is on organizing and coordinating existing programs and resources into learning supports to improve student attendance, student participation in school, and student achievement.

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*In March of 1996, the Board of Education received federal approval for a waiver (Title XI, section (b) of the Elementary and Secondary Education Act) to permit the District to use funds to implement learning support programs as laid out in the Strategic Plan for the Restructuring of Student Health and Human Services. Title XI was designed to foster coordinated services to address problems children face outside the classroom that affect their performance in schools. Under this provision, school districts, schools, and consortia of schools could use up to 5 percent of the funds they received under the Elementary and Secondary Education Act (ESEA) to develop, implement, or expand efforts to coordinate services. Under the No Child Left Behind Act, Title I funds may be used for this purpose. A similar provision exists in the Individuals with Disabilities Education Act. The intent is to improve access to social, health, and education programs and services to enable children to achieve in school and to involve parents mom fully in their children's education. Among the barriers to be addressed because they can impede learning are poor nutrition, unsafe living conditions, physical and sexual abuse, family and gang violence, inadequate health care, lack of child care, unemployment, and substance abuse. It should also be noted that, in addition to redeploying federal support to underwrite the work of the Organization Facilitators, federal project money was used to pilot test major facets of the systemic changes. State and county initiatives related to mental health, public and private community-school collaborations, regionalization of service areas, and cross-training also have been incorporated into the restructuring effort.

Learning Supports and the Board of Education

In 1998, the District's Board passed a policy resolution endorsing the concept of LEARNING SUPPORT to "break down the barriers to student achievement." The resolution stated that: "a component to address barriers to student learning and enhance healthy development [should] 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 educational reforms in classrooms, schools, complexes/clusters, and the central office level."

With frequent Board member changes since the resolution was adopted, the majority of the current Board are not in tune with new directions for student support. In addition, District reorganizations and leadership changes have again marginalized much of the work. For this to change will probably require additional policy action to elevate attention to the development of a Learning Supports component by the Board of Education and greater integration with instructional and management reforms at the Central office and in each of the sub-districts of LAUSD.

Then, for restructuring to be successful throughout the sub-districts, extensive restructuring of school sites will be required and related changes among school complexes to help them develop a comprehensive, multifaceted, and integrated component to address barriers to learning. This will require effective use of Organization Facilitators as they were originally conceived. That is, such change agents need to help develop infrastructure for the reforms at each school site (including identification of leads for this component at each school site and leadership training for such administrators and staff).

It is worth noting that to ensure Learning Supports were a regular agenda item for the Board of Education, a board committee was established to focus specifically on Student Health and Human Services. In its original incarnation, it was designed to ensure that all interventions related to Learning Supports (including all efforts to link with community resources) were evolved into a comprehensive, multifaceted, and integrated approach throughout the District and especially at all school sites. To these ends, the committee was composed of two board members, the assistant superintendent for health and human services, several staff leaders, several representatives of community agencies, a representative of the teachers' union, and relevant representatives from the local institutions of higher education. (The committee currently is called the School Safety, Health and Human Services Committee and now is composed of four of the seven board members, the assistant superintendent for Health and Human Services, the school police chief, the administrator for school operations and safety, the director of environmental health and safety, and the union vice president. It's work has become less focused on evolving a comprehensive, multifaceted, and integrated approach and thus is not effectively countering the fragmentation and marginalization that continues to characterize the district's learning supports.)

For a more detailed description of this work, see the appended materials and go to our compendium at
http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/wheresithappening.html.

Student Health and Human Services Division Website at –
    http://www.lausd.k12.ca.us/lausd/offices/student_health/

Example of Organization Facilitator work –
    http://www.lausd.k12.ca.us/District_1/of.htm

For more info, contact: Donnalyn Anton, Deputy Superintendent, Educational Services, 333 South Beaudry Avenue, 24th Floor, Los Angeles 90017 Ph (213) 241-7001

Detroit Public Schools, Detroit, MI

For several years, Detroit's schools have struggled to move in new directions for student support. Efforts have flowed, and ebbed with the District's survival problems. Recent reports about the drop in student enrollment and the closing of schools does not bode well for the immediate future. The chief executive office is quoted as seeing the enrollment trend as a "death spiral." No one can predict the future, but the District support staff deserve credit for the efforts they have made to move in new directions.

In the late 1990s, a document was developed that laid out their rationale and framework for change. The stated aim was to develop "An Integrated Learner Support System" using school-site Resource Coordinating Teams as the mechanism for accomplishing this. Initial efforts were implemented, but when District leadership changed the work was delayed. Last year, it was reported that Resource Coordinating Teams were being reinstituted throughout the District.

As stated in the Executive Summary of Detroit's *A Framework for Change: The Resource Coordinating Team (An Integrated Learner Support System)*:

> "If school reforms are to ensure that **all** students succeed, such reforms must be designed to guarantee what the word **all** implies. **All** includes students who are motivationally ready for learning as well as those who are experiencing external and internal barriers that interfere with their ability to benefit from high standards and improved instruction. Failure to address the barriers to learning in a comprehensive way accounts for most learning, behavioral, health, and emotional problems seen in our schools today.
>
> School reform initiatives have typically focused on managerial or governance constructs, instructional strategies, or community engagement efforts. While these areas are important to school transformation, they do not address the specific needs of students and those obstacles or barriers to their success. The missing link in educational reform is the establishment of a supportive, student-centered learning environment where professional school and community resources are identified and linked to address barriers to learning that confront urban students. . . . an integrated learner support system.
>
> This integrated organizational structure . . . consists of three components: a learning or instructional component, a governance management component, and an enabling component, [built around] the Resource Coordinating Team [RCT], which seeks to enhance and augment all school transformation efforts. . . ."

Resource Coordinating Team (RCT)

"The RCT is a critical operational component that strengthens the framework for school effectiveness. Its mission is to enhance academic achievement by promoting a healthy school environment that addresses the social, physical, cognitive, and emotional development of all children and youth."

As adapted in Detroit, the RCT "is a school-based coordinated home/school/community resource collaborative whose purpose is to understand the problems or barriers to learning and to correct or prevent their manifestations.... [It focuses on]

> 1. identifying, coordinating and integrating the internal and external services and programs that address the underlying barriers to the teaching and learning process and to facilitate their understanding, prevention and correction
>
> 2. structuring individual and school-based intervention plans that respond to the needs of staff, students and their families
>
> 3. securing the proactive involvement of parents and community and providing timely responses to student needs,
>
> 4. creating opportunities for open dialogue and discussion regarding school concerns, issues and development"

An RCT "includes representatives of all staff members who have a defined responsibility to lead or support a school's instructional efforts. Participants ... generally ... are administrators, school social workers, school psychologists, guidance counselors, nurses and/or other health related specialists, attendance officers, teacher consultants, teachers of the speech and language impaired, regular and special education teachers, curriculum specialists, bilingual specialists and community agency representatives. This list is not all inclusive and may be augmented by other service providers as the need warrants. . . ."

". . . The approaches to the RCT seek to establish systemic change by building relationships within schools, among schools and between schools and communities. This collaborative mechanism for the coordination and integration of resources can influence institutional change so that policies and practices become and remain learner-centered."

"The RCT is a results driven concept and process with success of the initiative based upon improvement in the following areas:

- student outcomes -- attendance, achievement, reduced violence;
- staff, performance -- increased collaboration and integration of learner-centered resources and strategies;
- school development -- aligning and developing systematic practices and policies that address learning needs of all learners;
- parent /home/ community engagement -- reciprocal sharing of resources such as extended educational experiences for parents, partnerships and parent centers."

Scope, Focus, and Programmatic Areas Adopted in Detroit

"The scope and focus of the Resource Coordinating Team is inclusive and broad based as it addresses the following programmatic areas supporting the school development process:

> >>>*student and family assistance* ... extends beyond the traditional support services by expanding the supportive family network, resolving possible explosive situations before they erupt and by providing consultation services to families and students from within the system or through community agencies and organizations.

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>>>*support for transitions* ... provided by assisting the learner in making adjustments such as the promotion to ninth grade; move to or from special education; school-to-school and grade-to-grade transfers; prevention and intervention programs; and achievement and recognition programs.

>>>*community outreach* . . . initiated to embrace community and service organizations, public and private agencies, business and professional organizations, the faith community, colleges and universities, professional foundations, and individual school volunteers in addressing school needs and concerns. . . .

>>>*home involvement* . . . embraces the parent as a learner and addresses parent or caregiver learning needs, i.e., obtaining a GED, participation in English classes as a second language, mutual support groups, parenting classes and helping parents become effective at home teachers.

>>>*crisis prevention and intervention* . . . facilitates immediate emergency care when there is a crisis as well as the appropriate follow-up care provided to a student, groups of students, families and community members as necessary.

>>>*classroom focused enabling* . . . personalize the teaching learning process and build professional relationships that enhance teacher effectiveness in working with a range of learner abilities, instructional strategies and needs."

For a more detailed description of this work, go to our compendium at
http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/wheresithappening.html

For more info, contact: Aleatha Kimbrough, Executive Director, Student Support Programs, Phone: (313) 873-7740 Web: www.detroitk12.org/admin/lea/index.htm

Somerset County Public Schools, Princess Anne, MD

With some support from a state grant, the local public school system set out to build its capacity to establish and sustain a Learning Support Component to promote the healthy development of children and establish safe and nurturing learning environments for academic success. The funds were used to establish the position of Learning Support District Coordinator who was to establish and facilitate the management of a Learning Support Component at the district level to promote the coordination and sustainability of resources within the county school system.

The work was organized around four goals:

1. To institute a Learning Support Component...to enable children to function to their full capacity within the school learning environment.

2. To develop infrastructure that supports systemic change to create a strong learning environment for children, school staff and families.

3. To implement prevention/early intervention programs that effectively help students build resiliency assets to have healthier lives and remove barriers to learning.

4. To increase parent involvement in child's learning at home and school.

Early in the process, the Coordinator was to help establish and lead a Learning Support Resource Coordinating Council and the Multi-Agency Project Team. Initially, the Coordinator, along with two Site Coordinators, worked with several schools to develop Student Support Teams and to enhance school programs and interventions and parent outreach and support.

For a more detailed description of this work, go to our compendium at
http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/wheresithappening.html

For more info, contact: Tracey Cottman, Learning Support District Coordinator, 10902 Old Princess Anne Rd., Princess Anne, MD 21853 Ph: 410/651-3489

Richland School District Two, Columbia, SC

In December, 2002, a task force report was submitted to the school board and superintendent that encased new directions for student support within the framework of District plans for meeting the demands of the No Child Left Behind Act. The task force was composed of guidance counselors, school nurses, a social worker, school psychologists, school administrators, district office administrators, teachers, parents, community members, the religious sector, mental health, business representatives, students, State Department of Education and the University of South Carolina.

In its five year plan, the task force reviewed the types of services provided in the district to students who do not perform well academically. The executive summary of the report states:

> "...In pursuing the District's mission, we have made solid gains in strengthening the academic program and have made initial strides in enhancing student support programs and services. At the same time, it has become evident that there is considerable fragmentation, as well as significant gaps, in some of our efforts to assure every child reaches full potential. Fortunately, we are at a place where we can take the next steps in strengthening our systems for addressing barriers to student learning and promoting health development. This paper highlights the type of comprehensive, multifaceted, and cohesive approach we propose to develop and outlines how we will proceed."

The report proposes a Learning Support System – a component to address barriers to learning and development. The strategies and actions for developing this component are presented in set of four recommendations and eight goals. With respect to interventions and infrastructure, the report recommends the following:

> "...Bring the learning support services under one umbrella administratively in order to coordinate services better on a primary prevention level and in order to give these professional administrative voice in decision making: create a Learning Support System director. ...
>
> Create school level resource coordinating teams to assess needs and coordinate all services that address barriers to learning, including both socio-emotional and health services as well as academic services. The resource coordinating teams should assess how the school is organized to respond to needs in at least six areas: (1) Classroom assistance and support; (2) Student and family assistance; (3) Community outreach and volunteers; (4) Home involvement in schooling; (5) Support for students in transition; (6) Crisis/emergency assistance and prevention. Systems of service delivery should be developed first and foremost on a primary prevention level, next on an early-after-onset level and then on a treatment of severe and chronic problems level. It is expected that the Learning Support System director will organize training for school resource coordinating teams...."

The schools are up for Southern Association re-certification, and they are including the new directions for student support as a part of that process.

A Director of Learning Support Services has been appointed. She deals at the district office level with those services designed to help a student be ready and able to learn. The persons under the "learning support" umbrella are those who provide counseling, consultation, prevention, referral and health services to students and their families to help the students address barriers to learning and to support the educational process.

An update on November 1, 2004 indicated that: "For the year 2003-2004, the Superintendent gouped all support services under one umbrella (Learning Support Services), as recommended by the task force, thus giving a unified voice to those of us who work toward providing students with the resources to be ready and able to learn. Under Learning Support Services, we organized a district-wide task force to re-vamp our intervention assistance team process. We are currently piloting the new process in half or our elementary schools and one of our middle schools. We also established Resource Coordinating Teams at 2 of our elementary schools last year."

An update on September 1, 2006 indicated that: While we have not made significant progress in implementing the resource coordinating teams process, we have made progress in bringing student support services "to the table." We have joined learning support services under one umbrella and have been able to increase social work services significantly. We have improved communication and coordination across learning support disciplines. We have increased our level of socio-emotional responsiveness to ESOL populations as well. We have educated school administrators and learning support personnel on the 3-tiered approach to behavioral and academic interventions so that schools are mindful of the need for small group targeted intervention services as well as for individual intervention services. We are hopeful that school administrators will use this framework to organize services so that those who fall behind or who are not successful in evidence-based universal interventions will have evidence-based small group and individual interventions available to them. We have also re-organized our intervention assistance teams so that collaboration is immediately available to referring teachers, using a problem-solving approach.

For some information related to the work that stimulated the current discussion about developing new directions, go to our compendium at
http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/wheresithappening.html

For more info, contact:Sarah Sanchez, Director of Learning Support Services,
6831 Brookfield Rd., Columbia, SC 29206   Ph: 803/738-3252
Website: http://www.richland2.org/learnsvcs/

Concluding Comments

It is encouraging to see the burgeoning interest and effort for new directions for student support.

The various pioneering and trailblazing efforts across the country are increasing clarity about the type of systemic changes that are required to succeed. It is particularly evident that major changes do not occur in a linear manner and that, over time, they must deal with four key, interacting considerations:

> (1) revisiting school improvement *policies* to expand them in ways that will end the marginalization of student supports
>
> (2) adopting *intervention frameworks* that encompass a comprehensive and multifaceted continuum of interventions with the intent of guiding development of a cohesive enabling or learning supports component at every school in the district
>
> (3) reframing the *infrastructure* at school, complex, and district levels to ensure effective leadership, redefine roles and functions, and establish resource oriented mechanisms
>
> (4) developing strategic approaches to enable effective *systemic change and scale up.*

Where pioneering efforts have been unable to maintain an ongoing focus on the above matters, there have been significant set backs. Not surprisingly, they find it is insufficient to adopt and spend on their time and energy on some specific aspect of a "new directions" agenda – never mind how attractive it may be. For example, some places adopt a comprehensive intervention framework, but do not establish the type of infrastructure necessary to develop the full intervention continuum and weave it into an integrated set of systems over time. The result is that there is no mechanism for moving the framework from concept to everyday practice in schools.
Some places treat new directions as a project, establishing pilot and demonstration sites, and then find they are unable to replicate and scale-up the work.

Over the long run, the lessons are clear:

- New directions are undertaken because pioneers and trailblazers lead the way

- Wherever the move toward new directions is initiated, attention must turn as soon as feasible to enlisting a broad-based policy commitment

- Policy supporting new directions minimally must ensure
    >adoption of a comprehensive intervention framework
    >redesign of infrastructure (including job roles and functions) to develop and
      weave together integrated systems of intervention over time
    >capacity building for implementation, replication, and going-to-scale.

To do less is to ensure that new directions for student support are not institutionalized and that too many youngsters continue to be left behind.

Based on all that has been learned so far, there are major implications for the impending reauthorization of the federal *No Child Left Behind Act*. See the Center Report: *For Consideration in Reauthorizing the No Child Left Behind Act . . . Promoting a Systematic Focus on Learning Supports to Address Barriers to Learning and Teaching.* Online at: http://smhp.psych.ucla.edu/pdfdocs/PromotingaSystematicFocus.pdf

Appendix

Examples of Policy Statements

Hawai'i and California took an early lead in focusing attention on the need to develop policy for a component to address barriers to student learning. In doing so, they are making the case for moving school reform from a two to a three component model.

- 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 the Obey-Porter 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.

- 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.

- Several years ago the Los Angeles Unified School District began the task of restructuring its student support services. In 1998, the district's Board of Education resolved that a component to address barriers to student learning and enhance healthy development is one of the primary and essential components of the District's educational reform. In keeping with the California Department of Education's adoption of the unifying concept of *Learning Support,* the Board adopted this term to encompass efforts related to its component of addressing barriers to student learning and enhancing healthy development. The resolution that was passed is offered on the following pages.

- Paralleling the work in California, Hawaii's legislature passed an act establishing a *Comprehensive Student Support Systems* (CSSS) in 1999. A copy can be found on the following pages.

- 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 legislation died when McDonald was elected to Congress.

- In 2007, California state Senator Leland Yee, re-introduced a bill to move forward with a *Comprehensive Pupil Learning Support System* for the state. A copy is provided in this appendix.

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 encompasses efforts related to its component for addressing barriers to student learning and enhancing healthy development.

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.

MULTNOMAH 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

1. 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.

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

California Senate Bill 288 introduced (February 15, 2007) by Senate member Leland Yee.

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.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

 SECTION 1. The Legislature hereby finds and declares all of the following:
 (a) The UCLA Center for Mental Health in Schools, the WestEd Regional Educational Laboratory, the State Department of Education, and other educational entities have adopted the concept of learning support within ongoing efforts to address barriers to pupil learning and enhance the healthy development of children.
 (b) Learning supports are the resources, strategies, and practices that provide physical, social, emotional, and intellectual supports intended to enable all pupils to have an equal opportunity for success at school. To accomplish this goal, a comprehensive, multifaceted, and cohesive learning support system should be integrated with instructional efforts and interventions provided in classrooms and schoolwide to address barriers to learning and teaching.
 (c) There is a growing consensus among researchers, policymakers, and practitioners that stronger collaborative efforts by families, schools, and communities are essential to pupil success.
 (d) An increasing number of American children live in communities where caring relationships, support resources, and a profamily system of education and human services do not exist to protect children and prepare them to be healthy, successful, and resilient learners.
 (e) Especially in those communities, a renewed partnership of schools, families, and community members must be created to design and carry out system improvements to provide the learning support required by each pupil to succeed in school.
 (f) Learning support is the collection of resources, 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 pupil needs to achieve high-quality learning.
 (g) A school that has an exemplary learning support system employs internal and external supports and services needed to help pupils become good parents, good neighbors, good workers, and good citizens of the world.
 (h) The overriding philosophy is that educational success, physical health, emotional support, and family and community strength are inseparable.
 (i) To implement the concept of learning supports, the state must systematically realign and redefine new and existing resources into a comprehensive system that is designed to strengthen pupils, schools, families, and communities rather than continuing to respond to these issues in a piecemeal and fragmented manner.
 (j) Development of learning supports at every school is essential in complying with the requirements of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and

the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.). This includes the enhancement of academic performance, the reduction of pupil absences, behavioral problems, inappropriate referrals for special education, and the number of pupils dropping out of schools. The state needs to ensure that each pupil is able to read, write, and relate effectively, has self-worth, has meaning-based learning opportunities, and has positive support networks from their peers, teachers, pupil support professionals, family members, and other school and community stakeholders.

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

() The educational climate in the public schools of the state – as measured by problems such as overcrowded schools, absenteeism, increasing substance and alcohol abuse, school violence, sporadic parental involvement, dropouts, and other indicators -- suggests that the state is in immediate need of a learning support system.   (m) A learning support system should encompass school-based and school-linked activities designed to enable teachers to teach and pupils to learn. It should include a continuum of interventions that promote learning and development, prevent or provide an early response to problems, and provide correctional, and remedial programs and services. In the aggregate, a learning support system should create a supportive and respectful learning environment at each school.

(n) A learning support system should serve as a primary and essential component at every school, be designed to support learning and provide each pupil with an equal opportunity to succeed at school, and be fully integrated into all school improvement efforts.

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

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

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

CHAPTER 6.2. COMPREHENSIVE PUPIL LEARNING SUPPORT SYSTEM

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

(1) Provide pupils with a support system so as to ensure that they will be productive and responsible learners and citizens.

(2) Increase the success of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) in reducing the achievement gap among pupils in the state.

(3) Address the findings of the Harvard University Civil Rights Project, including the difference in the high school graduation rate of 71 percent for all pupils in California and the rate of 41 percent for pupils who are of certain minority groups.

(4) Address the plateau effect of current pupil test scores.

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

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

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

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

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

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

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

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

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

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

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

52062. (a) Each elementary, middle, and high school involved in the pilot program shall establish a school-community council of stakeholders to develop a CPLSS component of its individual schoolsite plan based on the assessed needs and strengths of the school, including a school action plan based on the guidelines developed by the department pursuant to Section 52061.

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

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

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

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

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

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

  (A) Welcoming and social support programs for newcomers.

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

  (C) Articulation programs to support grade transitions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

  (1) Ensuring effective school mechanisms for assisting individuals and families with decisionmaking and timely, coordinated, and monitored referrals to school and community services when indicated. The mechanisms shall draw on the expertise of pupil support service personnel at schools such as nurses, psychologists, counselors, social workers, speech and language pathologists, resource specialists, special education teachers, and child welfare attendance workers.

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

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

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

  (5) Minimizing duplication and fragmentation between school programs.

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

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

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

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

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

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

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

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

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

  (d) Reflect all of the following:

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

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

  (3) A thorough infrastructure for the CPLSS.

  (4) Appropriate resource allocation.

  (5) Integrated school-community collaboration.

  (6) Regular capacity-building activity.

  (7) Delineated standards, quality and accountability indicators, and data collection procedures.

52064. (a) For the purposes of this section, "complex of schools" means a group of elementary, middle, or high schools associated with each other due to the natural progression of attendance linking the schools.

  (b) To ensure that the CPLSS is developed cohesively, efficiently uses community resources, and capitalizes on economies of scale, CPLSS infrastructure mechanisms shall be established at the school and school district levels.

(c) A complex of schools is encouraged to designate a pupil support staff member to facilitate a family complex CPLSS team consisting of representatives from each participating school.

(d) Each school district implementing a CPLSS shall establish mechanisms designed to build the capacity of CPLSS components at each participating school, including, but not limited to, providing technical assistance and training for the establishment of effective CPLSS components.

52065. (a) An independent agency selected by the department shall evaluate the success of the CPLSS component according to all of the following criteria:

(1) Improved systems for promoting prosocial pupil behavior and the well-being of staff and pupils, preventing problems, intervening early after problems arise, and providing specialized assistance to pupils and their families.

(2) Increasingly supportive, caring, respectful, and safe learning environments at schools.

(3) Enhanced collaboration between each school and its community.

(4) The integration of the CPLSS component with all other school improvement plans.

(5) Fewer inappropriate referrals of pupils to special education programs or other special services.

(b) The evaluation shall consider all of the following items in determining the impact of the CPLSS, and the findings related to each item shall be included in the School Accountability Report Card
pursuant to Section 33126:

(1) Pupil attendance.
(2) Pupil grades.
(3) Academic performance.
(4) Pupil behavior.
(5) Home involvement.
(6) Teacher retention.
(7) Graduation rates for high school pupils.
(8) Grade promotion for elementary, middle, and junior high schools.
(9) Truancy rates.
(10) Literacy development.
(11) Other indicators required by the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and included in the California Healthy Kids Survey.

(c) The evaluation shall compare the CPLSS components of schools that have similar records of pupil achievement at 3, 5, and 10 years after implementation of the CPLSS components.

52066. (a) The department shall develop a request for a grant application, to be submitted by school districts pursuant to this chapter. The department shall award funding pursuant to this chapter to five school districts based on the following criteria:

(1) The score of the school district on the grant application, as determined by the department.

(2) Current receipt by the school district of funding pursuant to Title I of the federal Elementary and Secondary Education Act of 1965 (20 U.S.C. Sec. 236 et seq.).

(3) The geographic and population characteristics of the school district.

(b) State funds that are appropriated for purposes of this chapter shall be allocated as follows:

(1) Four hundred thousand dollars ($400,000) shall be apportioned to each school district that is selected by the department pursuant to subdivision (a) per calendar year for three years. Each of these school districts shall identify a feeder pattern of one elementary school, one middle or junior high school, and one high school to receive funding.

(2) One million dollars ($1,000,000) shall be apportioned to the department per year for three years for all of the following purposes:

(A) To hire one education programs consultant and one analyst.

(B) To contract for training and technical assistance services.

(C) To contract for formative and summative evaluations.