

Iowa Update January 2009

Cyndy Erickson reports the state's department of education is developing the statewide infrastructure for Learning Supports through the Iowa Core Curriculum. "Our statewide team is really engaged and on a roll. We are in the process of developing a Self-Study guide for Learning Supports that districts will use as they develop their plans for implementing the Core Curriculum. Learning Supports is one of three action steps in the second goal for the Core Curriculum - Community members and other supporting agencies work together to support the implementation of the Iowa Core Curriculum. We are also developing an implementation guide that will go along with the Self-Study."

For those who have difficulty understanding the difference between PBS and Learning Supports, they developed the attached "that has not only the buy-in of PBS advocates, but also our statewide team and leadership here at the DE." and, "Since the Condition of Education was just released, we spent some time with the statewide team looking at the ICYD results and indicators this month and getting input about concerns suggested by the data and next steps."


Currently, they are "branding Learning Supports and developing brochure templates, PowerPoint templates, etc. We will be presenting Learning Supports to the Iowa Core Curriculum network trainers that are responsible for working with districts on the Iowa Core Curriculum in February."

They have also established the Iowa Learning Supports wiki. The Area Education Associations Coordinators and Statewide Learning Supports Advisory Team are the current membership.


For further information, see the department website section on Learning Supports http://www.iowa.gov/educate/content/blogcategory/460/919/index.php?option=com_content&task=view&id=1233&Itemid=2118 and/or contact Cyndy Erickson at Cyndy.Erickson@iowa.gov


The Six Content Areas of Learning Supports


The six content areas of Learning Supports form the structure for organizing, understanding, and selecting research-based interventions. The content areas provide a broad unifying framework within which a school-family-community continuum of learning support programs and practices can be organized.

 *Supports for Instruction* foster healthy cognitive, social-emotional, and physical development. Supports for instruction are inherent in the Instructional Decision Making process which uses multiple strategies to provide supplemental and intensive supports to ensure that children and youth have the full benefit of quality instruction.

 *Family Supports and Involvement* promote and enhance the involvement of parents and families members in education.

 *Community Partnerships* promote school partnerships with multiple sectors of the community to build linkages and collaborations for youth development services, opportunities, and supports.

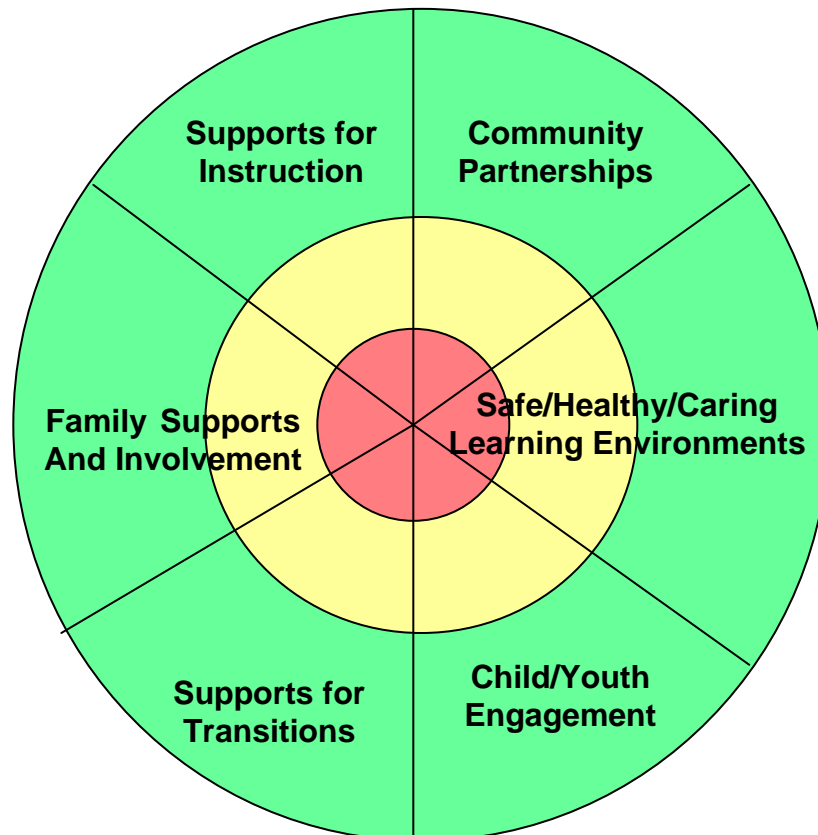
 *Safe, Healthy and Caring Learning Environments* promote school-wide environments that ensure the physical and psychological well-being and safety of all children and youth through positive youth development efforts and proactive planning for management of emergencies, crises and follow-up.

 *Supports for Transitions* enhance the school's ability to address a variety of transition concerns that confront children, youth and their families.

 *Child/Youth Engagement* promotes opportunities for youth to be engaged in and contribute to their communities.

LEARNING SUPPORTS

Enhancing a continuum of integrated supports and eliminating barriers to learning in order to promote (1) student learning in the Iowa Core Curriculum, (2) healthy development, and (3) success in school and in life.



Learning Supports are the wide range of strategies, programs, services, and practices that are implemented to create conditions that enhance student learning. Learning supports:

- ◆ promote core learning and healthy development for all students,
- ◆ are proactive to prevent problems for students at-risk and serve as early interventions and supplemental support for students that have barriers to learning,
- ◆ and address the complex, intensive needs of some students.