Major Next Steps for Consideration:

1. Mobilize, engage and effectively communicate with:
   VSA, VPA, VSEA, legislators, agencies, families, community, school boards, students, providers of
   services to disaffected kids, superintendents, teachers, school/community libraries, after school
   program/recreations, faith communities, elders, higher education, volunteer organizations and national
   leaders

2. Connect the DOE organizational dots:
   - Fully articulate the relationship between student support and school improvement
   - Integrated school health initiatives into student support
   - Coordinated with Response to Instruction (RtI)

3. Analyze/Explore:
   - Educational funding (both gen. ed. And categorical) to create greater flexibility
   - Available data and other measures of success and motivation
   - Key leverage areas
   - Opportunities for regional collaboration
   - Gaps in resources for student support using a comprehensive framework
   - Connection/cohesion of student support system
   - Value of mandatory multi-age mentoring
   - Assessments of student motivation
   - General education tools/resources to provide a comprehensive view of a student
   - Caps on education spending
   - Changes in funding requirements to allow early onset intervention
   - Taking what we learned today and making it our own
   - How to modify/amend two evaluative tools, the NEASC and DOE School Quality Standards, to reflect
     the importance of comprehensive student supports
   - Management/governance

4. Develop/Define
   - A common vision of the continuum of supports, emotional development, equity vs. equality
   - Needs and resource assessments and other ways to map system of support
   - Assessment of ESS patterns and trends
   - Student support system linked to improved outcomes for ALL students
   - State policy that includes social/emotional/behavioral development
   - Job definitions for student support
   - More understandable language
   - Common understanding and agreement about what a learning support system is and does
   - Clear definition of the problem to be addressed through systems change
   - A system to hold service delivery professionals accountable for student outcomes
   - Community partnership coordinating team
   - More collaboration among schools
   - Shift from vertical to horizontal decision making
   - Network of available parent/student/staff mentors
   - Resource teams to look at resources and infrastructure at school/district/region/state level
   - More home-school coordinators and roles
5. Specific systems change suggested:
   ✓ Stop inappropriate referrals to special education
   ✓ Improve/change the learning support system
   ✓ Improve community/school/family integration
   ✓ Wrap plan around a school not just kids
   ✓ Greater focus on system issues
   ✓ Funding to match state philosophy

6. Professional development needed:
   ✓ The “why” of behavior instead of etiology of kids
   ✓ Intrinsic motivation
   ✓ Use of assessment to modify instruction
   ✓ Differentiated instruction
   ✓ Parent engagement for hard to engage parents