



Addressing the Internal and External Barriers to Learning and Teaching



Louisiana Department of
EDUCATION

Louisiana's Comprehensive Learning Supports System: **THE DESIGN DOCUMENT**

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Addressing the Internal and External Barriers to Learning and Teaching

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Table of Contents

Process and Acknowledgements	2
Design Team	2
Design Consultants	3
Special Thanks	3
Louisiana's Comprehensive Learning Supports System	4
The Imperative for Developing a Comprehensive Learning Supports System	6
Indicators of the Imperative.....	6
Building on Past Efforts	6
Moving Forward	6
Toward Developing a Comprehensive Learning Supports System	8
Aligning and Coalescing a Learning Supports System	8
A Unifying Concept	8
What Does a Comprehensive Learning Supports System Look Like?	9
A Continuum of Interventions	10
Continuum + Content = A Comprehensive and Cohesive Approach	11
Framing the <i>Operational Infrastructure</i> for a Comprehensive Learning Supports System at All Levels.....	12
What is an Operational Infrastructure?	12
Where Are We Now?	12
Where We Want to Go.....	13
Connecting School, Community, and Family Resources.....	13
Some Essentials in Making It Happen.....	15
Policy Support for Accountability	15
Concluding Comments	16
Appendix A.....	17
1. Classroom-Based Approaches	17
2. Support for Transitions.....	17
3. Family Engagement in Schooling.....	17
4. Community Support	18
5. Crisis Assistance and Prevention	18
6. Student and Family Interventions	18
Appendix B.....	19

Process and Acknowledgments

In March 2009, an overview of transformative work on addressing barriers to learning and teaching was presented to Superintendent Pastorek and his senior staff by the Rebuilding for Learning team from UCLA and Scholastic. By the conclusion of the meeting, Deputy Superintendent Tyler was given the charge to implement the initiative as a part of the department's focus on school improvement. In turn, Donna Nola-Ganey was asked to take the lead in convening a team to produce a design document followed by a strategic plan for systemic change and widespread replication.

During July and August, a design team representing units across the department met and drafted the present document. The team was facilitated by Tavia Crumpler and Michael Coburn with consultation from the UCLA-Scholastic Rebuilding for Learning Team.

The work is driven by the reality that school improvement efforts need leadership and guidance related to enabling

all students to have an equal opportunity to succeed at schools, thereby reducing dropout rates and the achievement gap. The aim is to provide a design for braiding and developing all available resources in ways that better address barriers to learning and teaching and re-engage disconnected students.

Appreciation is expressed to those who contribute every day to ensuring that Louisiana's children and youth grow up physically, socially, emotionally, cognitively, and behaviorally healthy and that the schools, homes, and communities where they live, work, and play are safe and supportive. Special appreciation is expressed to those who worked on the design for a comprehensive learning supports system as described in this design document. Their unwavering commitment to the development of partnerships among schools, students, their families, and communities to create a network of supports for the children and youth across our state caused this work to become a reality. Now it is time to put into action the important ideas described herein.

Special Thanks

This document recognizes not only the need to improve the effectiveness of our teaching, but also to develop better ways for schools, families, and communities to facilitate learning by addressing barriers to learning and teaching. To that end, this document reflects how we propose to rethink a comprehensive learning supports system to create an environment in which all students have an equal opportunity to succeed in schools. Our team could not have done this alone. Therefore, we would like to express our sincere gratitude to our UCLA friends Dr. Linda Taylor and Dr. Howard Adelman for the openness and willingness

with which they shared the wisdom of their work. We appreciate the "on the ground" experience offered by Dr. Rhonda Neal Waltman and her experience which offered much needed insight and guidance in our search for the light at the end of the tunnel. Finally, we could not have made our journey this far without Karen Proctor and Scholastic, Inc. We appreciate Karen's commitment to the education of our children and youth as she has helped to make this work possible. Thank you all for assisting us in our efforts to create a world-class education system for all students in Louisiana.

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Louisiana’s Comprehensive Learning Supports System

In Louisiana, the vision of the educational system is to create a “World Class” educational system with the following goals:

- » Ensure higher academic achievement for all students
- » Eliminate all achievement gaps
- » Prepare students to be effective citizens in a global market

As Superintendent Pastorek has emphasized:

“ **All children can learn.** This belief lies at the heart of our vision at the Louisiana Department of Education in an effort to build a world class education system for Louisiana’s children. I’m certain that I wouldn’t have accepted this position if I didn’t believe that every child, rich or poor, black or white, urban or rural, had the ability to earn a quality education.

I believe that I have assembled a team of like minded individuals who, no matter what division they work in (finance, accountability, etc.) are finding ways to support higher student achievement. It’s a very different approach to a system that typically teaches us to stay in our silos and simply do the work that comes across our desks. But I don’t think that produces the effort that will get us to where we want to be.”

There are many barriers that interfere with ensuring that all students have an equal opportunity to succeed at school.

Some are associated with the neighborhoods in which they are raised, others are associated with family conditions, and still others are associated with school and peer factors, and for a few there are personal conditions. The result is students who manifest:

- » Lack of motivation
- » Missing prerequisite knowledge and skills
- » A wide range of learning rates and styles
- » Minor vulnerabilities
- » Avoidant behavior
- » Increasing deficiencies in current capabilities
- » Disabilities
- » Major health problems
- » High absenteeism
- » Acting out behavior
- » Withdrawal

All these barriers contribute to large numbers of disconnected students who need learning supports to address barriers to learning and teaching and help them re-engage in the learning environment (see Exhibit 1).

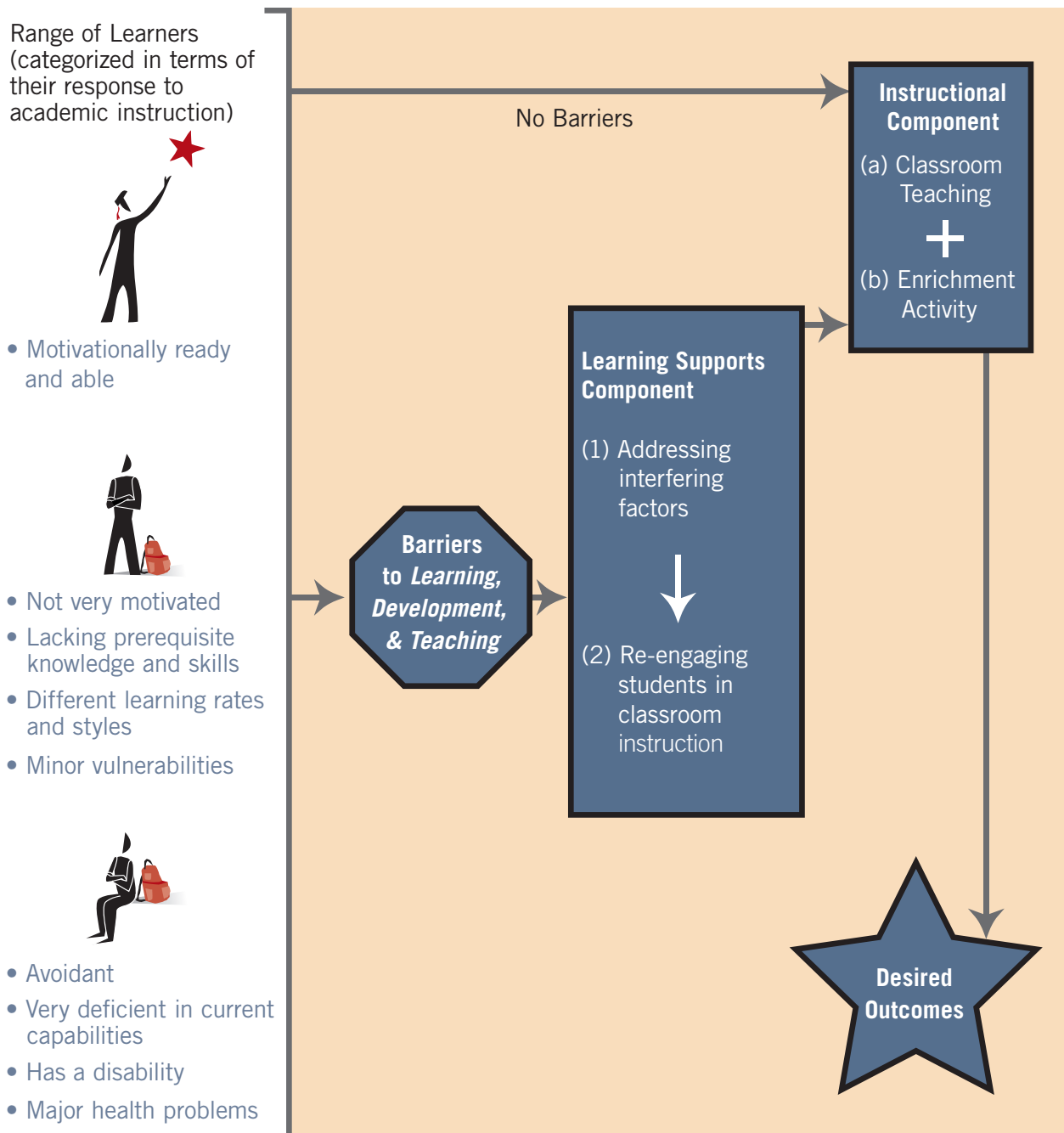
WHAT ARE BARRIERS TO LEARNING?

Examples of Risk-Producing Conditions that Can be Barriers to Development and Learning

ENVIRONMENTAL CONDITIONS			PERSON FACTORS
Neighborhood	Family	School and Peers	Individual
<ul style="list-style-type: none">• extreme economic deprivation• community disorganization, including high levels of mobility• violence, drugs, etc.• minority and/or immigrant status	<ul style="list-style-type: none">• chronic poverty• conflict/disruptions /violence• substance abuse• models problem behavior• abusive caretaking• inadequate provision for quality child care	<ul style="list-style-type: none">• poor quality school• negative encounters with teachers• negative encounters with peers &/or inappropriate peer models	<ul style="list-style-type: none">• medical problems• low birth weight/ neurodevelopmental delay• psychophysiological problems• difficult temperament and adjustment problems• inadequate nutrition

Exhibit 1

Barriers to Learning and School Improvement



The Imperative for Developing a Comprehensive Learning Supports System

Indicators of the Imperative

There are many indicators that underscore the need to develop a comprehensive system of learning supports and fully integrate a Learning Supports Component into the school improvement process.

Challenges to Graduation

- » In Louisiana 61.2 percent of students qualify for free or reduced lunch. Over half the students eligible for free or reduced lunch are likely to drop out of school.
- » Amongst all grades, 6.9 percent of Louisiana Students drop out of high school with the greatest percentage of students dropping out in 9th grade at 7.8 percent.
- » In 2006, 47.3 percent of students that were suspended were placed in Out of School Suspension; 1.79 percent were expelled Out of School.

Early Indicators of Need for Learning Supports

- » Fourth grade retention rates as of 2006-2007 were 8.1 percent; Eighth grade retention rates were 8.8 percent.
- » According to 2005 NAEP results, 25 percent of 4th graders perform below basic in math and 47 percent in reading.
- » According to 2005 NAEP results, 41 percent of 8th graders perform below basic in math and 36 percent in reading.
- » Students performing below basic on GEE ELA = 44 percent; students performing below basic on GEE Math = 37 percent.

Teachers Need the Support

- » 16.5 percent of core classes in the entire state are taught by teachers who are NOT Highly Qualified.
- » In lower performing schools, only 29.6 percent of the teachers are Highly Qualified and the percentage of TA certificates (Temporary Authorization to teach) is higher than in other schools.

Building on Past Efforts

Over the years, the department has worked diligently to provide a variety of programs and services that focus on many barriers to learning and teaching. We are in an excellent position to build on these efforts in ways that get us out of our “silos” and away from “simply doing the work that comes across our desks.”

Currently, the efforts to address barriers to learning, teaching and re-engaging disconnected students are spread across many units and initiatives. The prevailing approaches to school improvement emphasize two components: Instructional and Management/Governance. There is virtually no major emphasis on developing a comprehensive component focused on learning supports.

The focus on instructional acumen and the implementation of quality initiatives alone will not help Louisiana cultivate continued educational improvement. Teachers continue to be frustrated by factors that undermine student engagement in the learning environment. While many of those issues *seem to be* beyond the control of the teachers and schools, the design presented here is intended to change this perception.

Recently, the State of Louisiana began a quest to find those schools that have transcended the economic barriers of their student body and have above average School Performance Scores. The fact that these commendable sites had overcome significant obstacles shows us that the real poverty in education seems to be in the way we are using existing resources.

Moving Forward

In the process of developing the rationale for moving forward with the development of a **Comprehensive Learning Supports System** for Louisiana’s Schools, we offer six statements of belief:

1. There must be an overarching belief that each student is entitled to receive the supports needed to ensure that he or she has equal opportunity to learn and to succeed in school.

2. A Learning Supports System is not a case-oriented approach that focuses on an individual student with problems. Learning supports resource teams represent the type of mechanism needed for overall cohesion and ongoing development of learning supports programs and systems.
3. A Learning Supports System is a process by which schools, families and communities facilitate learning by alleviating barriers, both external and internal that can interfere with learning and teaching.
4. It should be a further goal to alleviate the fragmentation that exists within current systems and increase the effectiveness and efficiency by which they operate.
5. The challenge is to transcend what any one system alone can provide.
6. The role of the state and regional agencies is to align, assist, and support community level changes.

As the Carnegie Task Force on Education has stated:

“ School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge. ”

Meeting the challenge means fully integrating into school improvement policies and practices a systematic focus on how to:

- » Reframe current student/learning supports programs
- » Redeploy resources
- » Develop in-classroom and school-wide approaches, including learning supports found effective in our High Poverty/High Achieving schools
- » Develop the capacity to implement learning supports through leadership training
- » Revamp infrastructures at the school, district and state levels
- » Develop and implement accountability indicators directly related to the Learning Supports System and fully integrate them into school improvement accountability.

“ Since we do not know what a new system of education will or should ideally look like, we must be willing to suspend disbeliefs about what is possible and focus on the elements of a new system that we know are necessary. Nothing is sacred except the promise to the child. ”

- Discussion Document, March 2009, Transforming Education: Delivering on Our Promise to Every Child, the Council of Chief State School Officers

Toward Developing a Comprehensive Learning Supports System

“ The real difficulty in changing the course of any enterprise lies not in developing new ideas but in escaping old ones. ”

- John Maynard Keynes

To accomplish the essential public education goal of enabling all students to have an equal opportunity for success at school, research indicates the need for developing a comprehensive, multifaceted, and cohesive system of learning supports.

Learning supports are the resources, strategies, and practices that provide physical, social, emotional, and intellectual supports to directly address barriers to learning and teaching and re-engage disconnected students.

A comprehensive learning supports system provides supportive interventions in classrooms and school-wide and is fully integrated with efforts to improve instruction and management at a school.

The following sections of this design document provide prototype frameworks for Louisiana educators to adopt/adapt in:

1. Aligning and coalescing student and learning supports into a comprehensive multifaceted and integrated system.
2. Reworking operational infrastructures at the school, family of schools, district, regional, and state levels.

Aligning and Coalescing a Learning Supports System

Framing Learning Supports Intervention Levels and Content into a Comprehensive and Cohesive System

A Unifying Concept

The time is long overdue for escaping old ways of thinking about student supports. Leaders at all levels need to move school improvement efforts in substantively new directions for addressing barriers to learning and teaching. The foundation for doing so involves adopting a three-component conceptual framework to guide development of a comprehensive system at every school in Louisiana for enabling/supporting learning:

1. An Instructional Component that provides guidance for best practices for effective instruction
2. A Management Component that guides best practices for site management and administrative capacity
3. A Comprehensive Learning Supports Component that guides the coalescing of resources to address barriers to student engagement in the classroom. (See **Exhibit 2**).

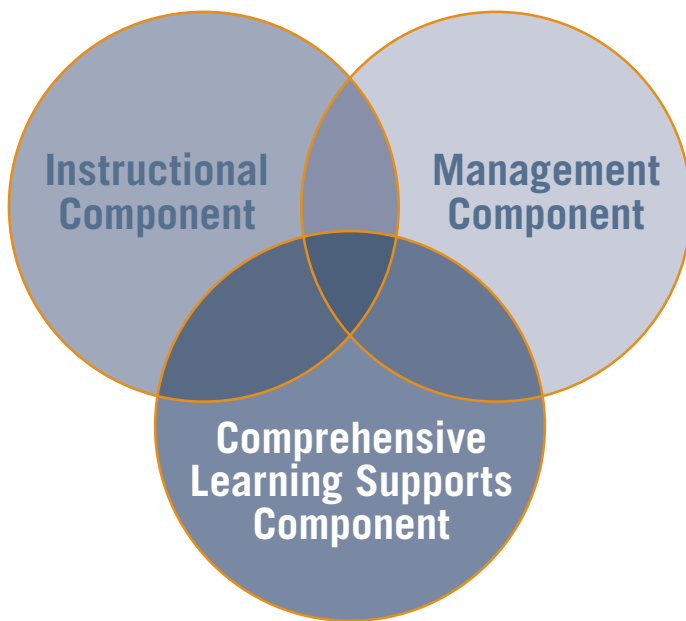
The first two components are already in place and well established in our school improvement process and operational infrastructure. The third component, a Comprehensive Learning Supports Component, needs to be developed and adopted into the infrastructure of our schools.

Adding the Learning Supports component will provide a unifying umbrella concept that:

- » Unifies all student and learning supports under an umbrella term such as addressing barriers to student learning
- » Builds the work into a primary and essential component of the school improvement process, fully integrated with the instructional and management components at a school and district-wide.

Exhibit 2

Addressing Barriers to Learning and Teaching through a Unifying Concept for School Improvement Planning



Comprehensive Learning Supports Component: Designed to enable learning by addressing factors that interfere with learning and teaching

Examples of initiatives, programs, and services:

- » Positive behavioral supports
- » Programs for safe and drug free schools
- » Full service community schools & Family Resource Centers
- » Safe Schools/Healthy Students
- » Coordinated School Health
- » Mandates stemming from No Child Left Behind
- » Special Education Programs
- » School Based Health Center movement
- » Compensatory education programs
- » Bilingual, cultural, and other diversity programs
- » And many more activities by student support staff

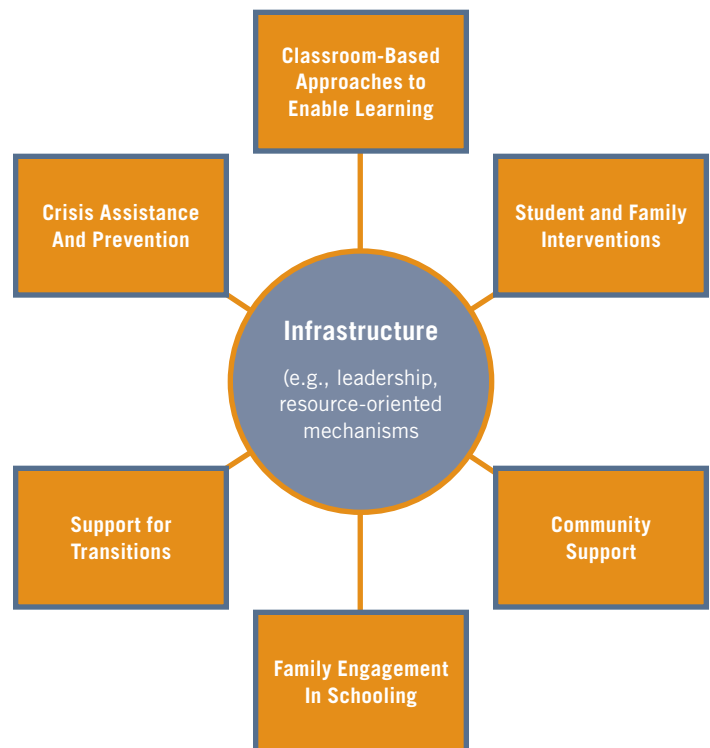
What Does A Comprehensive Learning Supports System Look Like?

Various interventions have been grouped into six programmatic arenas that serve as the Comprehensive Learning Supports blueprint. These six learning supports content arenas capture the essence of the multifaceted way schools must address barriers by encompassing interventions for:

- » Enhancing regular classroom strategies to enable learning (i.e., improving instruction for students who have become disengaged from learning at school and for those with mild-moderate learning and behavior problems)
- » Supporting transitions (i.e., assisting students and families as they negotiate school and grade changes and many other transitions)
- » Increasing family and school connections
- » Responding to, and, where feasible, prevent crises
- » Increasing community involvement and support (outreach to develop greater community involvement and support, including enhanced use of volunteers)
- » Facilitating student and family access to effective services and special assistance as needed. (See **Exhibit 3**)

Exhibit 3

Six Learning Supports Content Arenas



See **Appendix A** for a table outlining specific examples related to each arena.

A Continuum of Interventions

The content arenas are exercised within an operational infrastructure via a continuum of interventions. **Exhibit 4** depicts various levels of interventions whose main objective is to:

- » Promote healthy development and prevent problems.
- » Intervene early to address problems as soon after onset as is feasible.
- » Assist with chronic and severe problems.

The continuum helps highlight the principle of appropriately using the least restrictive and nonintrusive forms of intervention in responding to problems while accommodating diversity. It encompasses efforts to enable academic, social, emotional, and physical development and addresses behavior, learning, and emotional problems at every school. Most schools have some programs and services that fit along the entire continuum; however, the interventions at each level usually are not well connected and integrated. The continuum provides an emphasis on addressing root causes, thereby minimizing tendencies to develop separate programs for each observed problem.

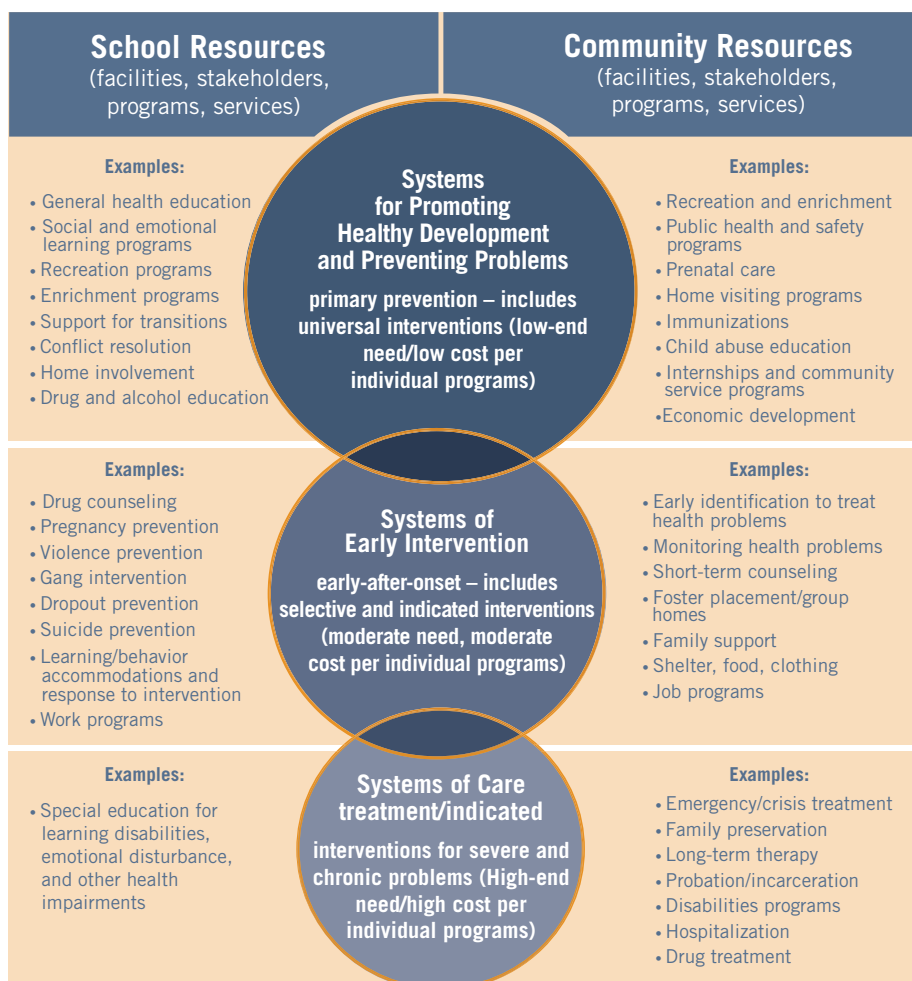
The school and community examples listed in the exhibit highlight programs focused on individuals, families, and the contexts in which they live, work, and play. Some of the examples reflect categorical thinking about problems that has contributed to fragmentation, redundancy, and counterproductive competition for sparse resources. Moving away from fragmented approaches requires weaving together school and community efforts at each level of the continuum in ways consistent with institutionalized missions and limited resources. And system building requires concurrent intra- and inter-program integration over extended periods of time. The increased coordination and integration of resources enhances impact and cost-effectiveness.

The top of the continuum stresses the focus on **all** students and school-wide approaches. The focus in the middle is on proactively responding as early after a problem appears to counter any tendency toward waiting for problems to become severe and pervasive. Finally, the bottom end of the continuum provides for those who truly have severe, pervasive, and chronic problems (e.g., those with true disabilities).

Note that the components of the continuum are not separate and apart from one another. Although each level of the

Exhibit 4

Continuum of Interventions: Connecting Systems to Meet the Needs of All Students



continuum represents a subsystem, keep in mind that all three subsystems overlap, and all three require integration into an overall system.

The tapering of the three levels in the exhibit is meant to denote that development of a fully integrated set of interventions will reduce the number of individuals who require specialized supports. By preventing the majority of problems, and proactively dealing with problems quickly after they appear, schools will end up with relatively few students needing specialized assistance and other intensive and costly interventions. For individual students, this means preventing and minimizing as many problems as feasible and doing so in ways that maximize engagement in productive learning. For the school and community as a whole, the intent is to produce a safe, healthy, nurturing environment/

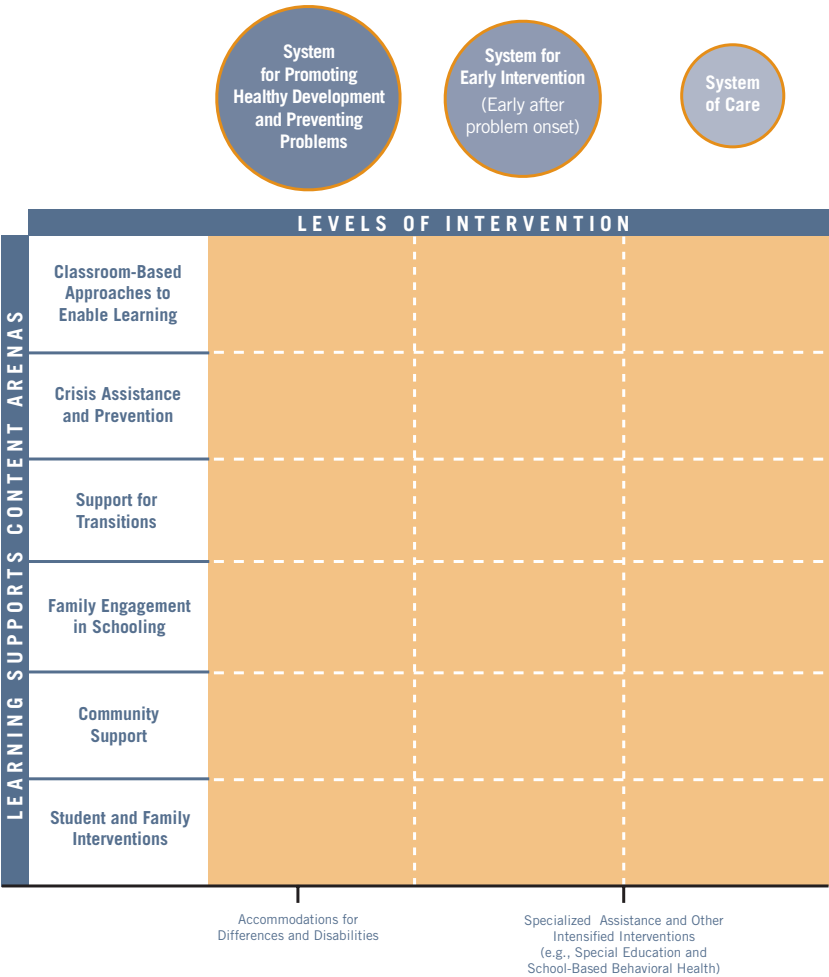
culture characterized by respect for differences, trust, caring, support, and high expectations.

Continuum + Content = A Comprehensive and Cohesive Approach

Combining the six content arenas with the continuum of interventions provides a broad unifying framework for developing a comprehensive system of learning supports. The matrix illustrated in **Exhibit 5** provides an essential framework for mapping and analyzing the current scope and what learning supports are needed at the school level, for a family of schools (e.g., a feeder pattern of schools), at the district level, and community-wide to address barriers to learning and teaching.

Exhibit 5

Combined Continuum and Learning Supports Content Arenas: The Framework for a Comprehensive Learning Supports Component*



*Note: Various venues, concepts and initiatives will fit into several cells of the matrix. Examples include venues such as day care centers, preschools, family centers, and school-based health centers; concepts such as social and emotional learning and development; and initiatives such as positive behavior support, response to interventions, and the coordinated school health program. Most of the work of the considerable variety of personnel who provide student supports also fits into one or more cells.

Framing the *Operational Infrastructure* for a Comprehensive Learning Supports System at All Levels

Reworking operational infrastructures at the school, family of schools, district, regional, and state levels

What is an Operational Infrastructure?

In the context of a Comprehensive Learning Support System, **operational infrastructure** refers to the mechanism necessary to plan, develop, implement, evaluate, and sustain the system at all levels. Because the intent is to improve schools, infrastructure should be designed from the school outward. That is, conceptually, the emphasis is first on what an integrated infrastructure should look like at the school level. Then, the focus expands to include the mechanisms needed to connect a family or complex (e.g., feeder pattern) of schools and establish collaborations with surrounding community resources.

The need is for administrative leadership and capacity building support that helps maximize development of a comprehensive learning supports system to address barriers to teaching and learning at each school. And, it is crucial to establish district, regional, and state leadership for this work at a high enough level to ensure the administrators are always active participants at key planning and decision-making tables.

Ultimately, central district units need to be restructured in ways that best support the work at the school and school complex levels. Indeed, a key guideline in designing district, regional, and state operational infrastructure is that the mechanism must provide leadership and build capacity for:

- » Establishing and maintaining an effective learning supports infrastructure at every school
- » Connecting a family of schools.

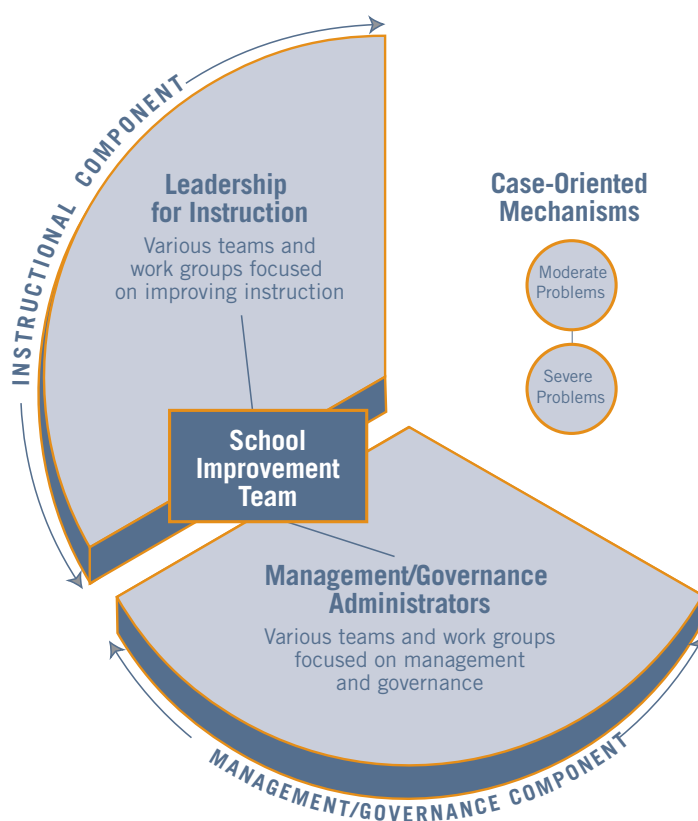
Where Are We Now?

Exhibit 6 shows what our current school infrastructure resembles at most of our schools. Efforts designed for Learning Supports are mostly case by case mechanisms.

Well-designed, compatible, and interconnected infrastructures from the school to the state department are essential for developing a comprehensive system to address barriers to learning and teaching. Operational infrastructure at each level plays a key role in weaving together existing school and community resources and developing a full

Exhibit 6

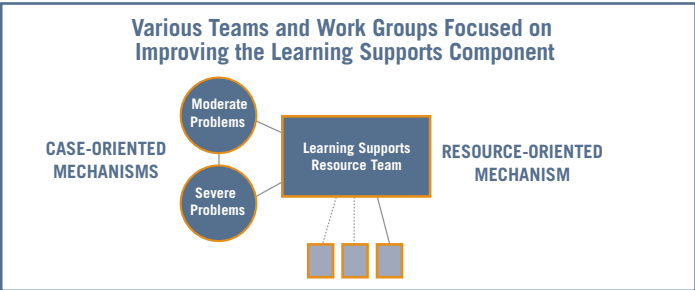
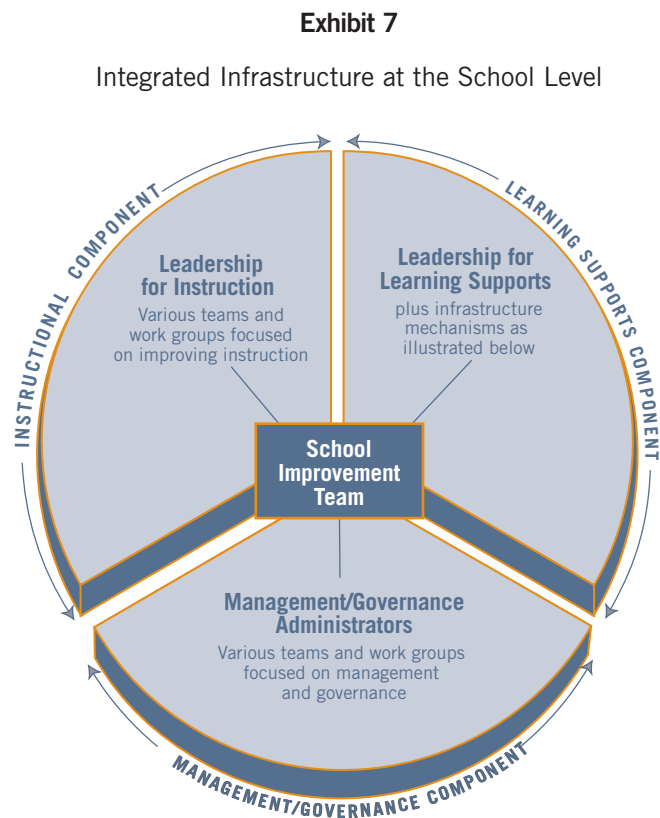
What the Student Support Infrastructure Looks Like at Most Schools



continuum of interventions over time. Moreover, content and resource-oriented infrastructure mechanisms enable programs and services to function in an increasingly cohesive, cost-efficient, and equitable way.

Where We Want to Go

Exhibit 7 is an example of what an Integrated Infrastructure at the School Level should look like. In this example, the Comprehensive Learning Support System calls for establishing a resource oriented mechanism. This mechanism becomes an integrated facet of the infrastructure at a school and of the school improvement process.



Resource-oriented support teams bring together representatives of all relevant programs and services. Members of the team should include, but not be limited to:

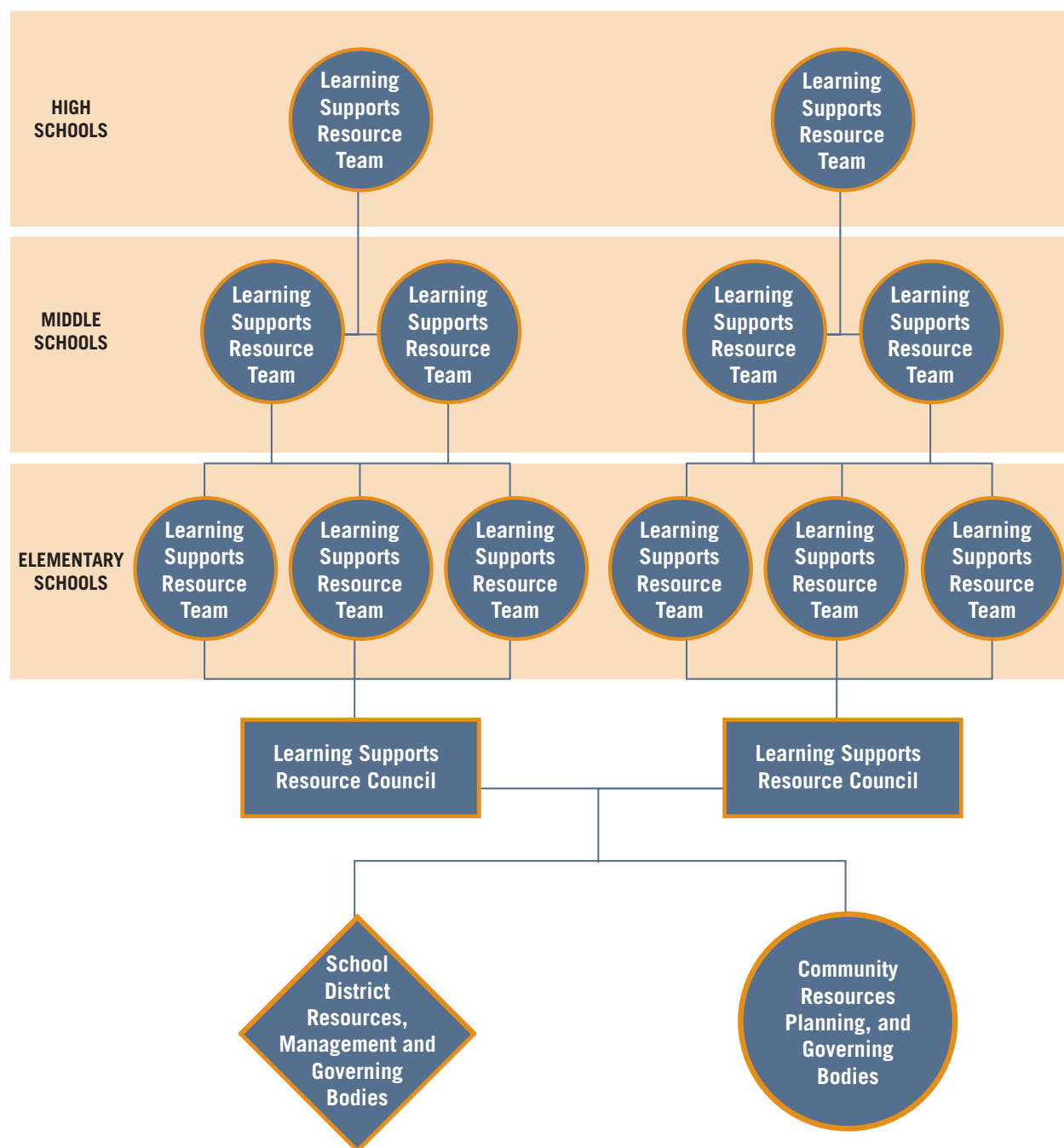
- » School counselors, psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, after school program staff, bilingual and Title I program coordinators, safe and drug free school staff, and union representatives as well as community representatives that are involved in the school.
- » Also included on the team should be classroom teachers, non-certificated staff, parents and older students.
- » If a separate team is not reasonable, existing teams, such as student or teacher assistance teams, school crisis teams, or school improvement teams could fulfill this ongoing role.

Connecting School, Community, and Family Resources

Every school is expending significant resources on student and learning supports to enable learning. Yet, few have mechanisms to ensure appropriate use of these resources and to work on enhancing current efforts. Content and resource-oriented mechanisms contribute to cost- efficiency by ensuring student and learning support activity is planned, implemented, and evaluated in a coordinated and increasingly integrated manner. Creation of such mechanisms is essential for braiding together existing school and community resources and encouraging services and programs to perform in an increasingly cohesive way. (See **Exhibit 8** on the next page)

Exhibit 8

Connecting Resources: A Multi-Site Mechanism for Connecting Schools in a Feeder Pattern with Each Other, with the District, and with the Community



Some Essentials in Making it Happen

In order to develop an effective operational infrastructure for a Comprehensive System of Learning Supports there are three non-negotiables:

1. There must be a person in a leadership role (positional authority) at the school that will be in charge of Learning Supports. This person may be an Assistant Principal, District Supervisor, or a licensed mental health professional whose primary responsibility is to enhance efforts to address barriers to student learning comprehensively. This person must be someone who has documented experience and knowledge about barriers to student learning.
2. Accountability must be built in to the process. Current accountability pressures have led to evaluating a small range of basic skills and doing so in a narrow way. One consequence of this is that too often students with learning, behavioral, or emotional problems find themselves cut off from participating learning activities that might enhance their interest in overcoming their

problems and that might open up future opportunities to enrich their lives. In many schools, major academic improvements are unlikely until approaches to address barriers are developed and pursued effectively.

3. Management/Governance function needs to buy-in to the need for learning supports. Recent policy and program analyses make it clear how few support staff are full participants at school and district tables where major school improvement decisions are made. It is not surprising, then, that student support concerns are not appropriately accounted for in school improvement planning and implementation. This state of affairs fundamentally undermines efforts to enable all students to have an equal opportunity to succeed at school.

Policy Support for Accountability

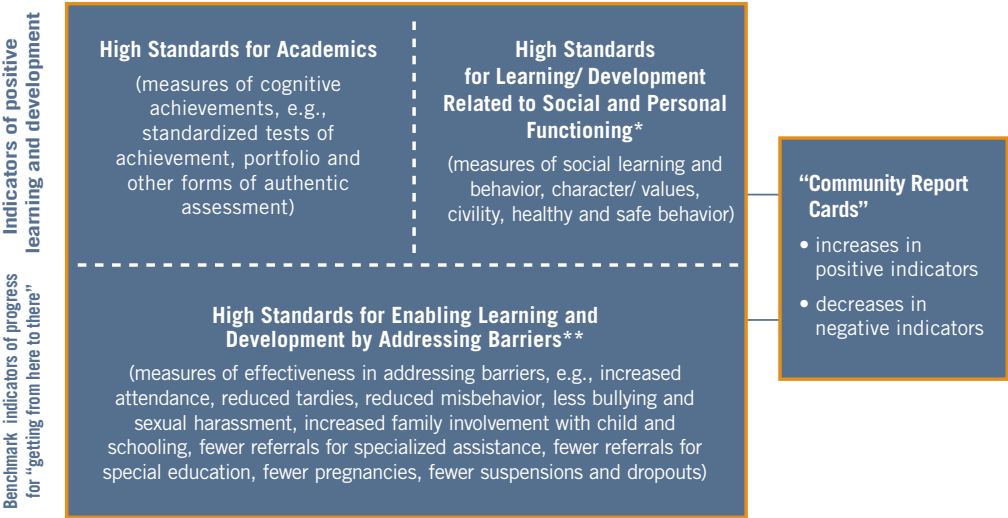
School improvement policy must be expanded in order to come to grips with the underlying *marginalization* that

leads to piecemeal approaches and maintains fragmentation of efforts to address barriers to learning and teaching. Current reforms are based on a two-component model. For the proposed design to work, school improvement policy must expand the accountability framework (see **Exhibit 9**).

There is no intent to deflect from the laser-like focus on meeting high academic standards. Clearly schools must demonstrate they effectively teach academics. At the same time, policy must acknowledge that schools also are expected to pursue high standards in promoting positive social and personal functioning, including enhancing civility, teaching safe and healthy behavior, and some form of

Exhibit 6

Expanding the Framework for School Accountability



*Results of interventions for directly facilitating development and learning.

**Results of interventions for addressing barriers to learning and development.

“character education.” Every school has specific goals related to this facet of student development and learning. Yet, it is evident that there is no systematic evaluation, reporting, or monitoring of the work. As would be expected, schools direct few resources and too little attention to these unmeasured concerns. Yet, society wants schools to attend to these matters, and most professionals understand that personal and social functioning is integrally tied to academic performance. From this perspective, it seems self-defeating not to hold schools accountable for improving students’ social and personal functioning.

Concluding Comments

The next decade must mark a turning point for how schools and communities address the problems of children and youth. In particular, the focus must be on developing a comprehensive system of learning supports to prevent and ameliorate the many learning, behavior, and emotional problems experienced by students. This means reshaping the functions of all school personnel who have a role to play in addressing barriers to learning and promoting healthy development.

Without this comprehensive system of learning supports, schools and districts will continue to struggle to:

- » Reduce student dropout rates
- » Reduce teacher dropout rates
- » Re engage students in classroom learning
- » Narrow the achievement gap
- » Eliminate the plateau effect related to student achievement
- » Reduce the growing list of schools designated as low performing

There is much work to be done. The time is now!

“ What the best and wisest parent wants for his [or her] own child, that must the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon, it destroys our democracy. ”

- John Dewey, *The School and Society*, 1907

Appendix A

Examples of Learning Supports Content Arenas for a Component to Address Barriers to Learning

1. Classroom-Based Approaches

- » Opening the classroom door to bring available supports in (e.g., peer tutors, volunteers, aids trained to work with students-in-need; resource teachers and student support staff work in the classroom as part of the teaching team),
- » Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals (e.g. personalized instruction; special assistance as necessary; developing small group and independent learning options; reducing negative interactions and overreliance on social control; expanding the range of curricular and instructional options and choices; systematic use of prereferral interventions).
- » Enhancing and personalizing professional development (e.g., creating a Learning Community for teachers; ensuring opportunities to learn through co-teaching, team teaching, and mentoring; teaching intrinsic motivation concepts and their application to schooling).
- » Curricular enrichment and adjunct programs (e.g., varied enrichment activities that are not tied to reinforcement schedules; visiting scholars from the community).
- » Classroom and school-wide approaches used to create and maintain a caring and supportive climate.

2. Support for Transitions

- » Welcoming & social support programs for newcomers (e.g., welcoming signs, materials, and initial receptions; peer buddy programs for students, families, staff, and volunteers).
- » Daily transition programs for (e.g., before school, breaks, lunch, afterschool).
- » Articulation programs (e.g., grade to grade – new classrooms, new teachers; elementary to middle school; middle to high school; in and out of special education programs).

- » Summer or intersession programs (e.g., catch-up, recreation, and enrichment programs).
- » School-to-career/higher education (e.g., counseling, pathway, and mentor programs; Broad involvement of stakeholders in planning for transitions; students, staff, home, police, faith groups, recreation, business, higher education).
- » Broad involvement of stakeholders in planning for transitions (e.g., students, staff, home, police, faith groups, recreation, business, higher education).
- » Capacity building to enhance transition programs and activities.

3. Family Engagement in Schooling

- » Addressing specific support and learning needs of family (e.g., support services for those in the home to assist in addressing basic survival needs and obligations to the children; adult education classes to enhance literacy, job skills, English-as-a-second language, and citizenship preparation).
- » Improving mechanisms for communication and connecting school and home (e.g., opportunities at school for family networking and mutual support, learning, recreation, enrichment, and for family members to receive special assistance and to volunteer to help; phone calls and/or e-mail from teacher and other staff with good news; frequent and balanced conferences – student-led when feasible; outreach to attract hard-to-reach families – including student dropouts).
- » Involving homes in student decision making (e.g., families prepared for involvement in program planning and problem-solving).
- » Enhancing home support for learning and development (e.g., family literacy; family homework projects; family field trips).

- » Recruiting families to strengthen school and community (e.g., volunteers to welcome and support new families and help in various capacities; families prepared for involvement in school governance).
- » Capacity building to enhance home involvement.

4. Community Support

- » Planning and Implementing Outreach to Recruit a Wide Range of Community Resources (e.g., public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional organizations; service, volunteer, and faith-based organizations; community policy and decision makers).
- » Systems to Recruit, Screen, Prepare, and Maintain Community Resource Involvement (e.g., mechanisms to orient and welcome, enhance the volunteer pool, maintain current involvements, enhance a sense of community).
- » Reaching out to Students and Families Who Don't Come to School Regularly – Including Truants and Dropouts.
- » Connecting School and Community Efforts to Promote Child and Youth Development and a Sense of Community.
- » Capacity Building to Enhance Community Involvement and Support (e.g., policies and mechanisms to enhance and sustain school-community involvement, staff/ stakeholder development on the value of community involvement, “social marketing”).

5. Crisis Assistance and Prevention

- » Ensuring immediate assistance in emergencies so students can resume learning.
- » Providing Follow up care as necessary (e.g., brief and longer-term monitoring).
- » Forming a school-focused Crisis Team to formulate a response plan and take leadership for developing prevention programs.
- » Mobilizing staff, students, and families to anticipate response plans and recovery efforts.
- » Creating a caring and safe learning environment (e.g., developing systems to promote healthy development and prevent problems; bullying and harassment abatement programs).

- » Working with neighborhood schools and community to integrate planning for response and prevention.
- » Capacity building to enhance crisis response and prevention (e.g., staff and stakeholder development, enhancing a caring and safe learning environment).

6. Student and Family Interventions

- » Providing extra support as soon as a need is recognized and doing so in the least disruptive ways (e.g., prereferral interventions in classrooms; problem solving conferences with parents; open access to school, district, and community support programs).
- » Timely referral interventions for students & families with problems based on response to extra support (e.g., identification/screening processes, assessment, referrals, and follow-up – school-based, school-linked).
- » Enhancing access to direct interventions for health, mental health, and economic assistance (e.g., school-based, school-linked, and community-based programs and services).
- » Care monitoring, management, information sharing, and follow-up assessment to coordinate individual interventions and check whether referrals and services are adequate and effective.
- » Mechanisms for **resource** coordination and integration to avoid duplication, fill gaps, garner economies of scale, and enhance effectiveness (e.g., braiding resources from school-based and linked interveners, feeder pattern/ family of schools, community-based programs; linking with community providers to fill gaps).
- » Enhancing stakeholder awareness of programs and services.
- » Capacity building to enhance student and family assistance systems, programs, and services

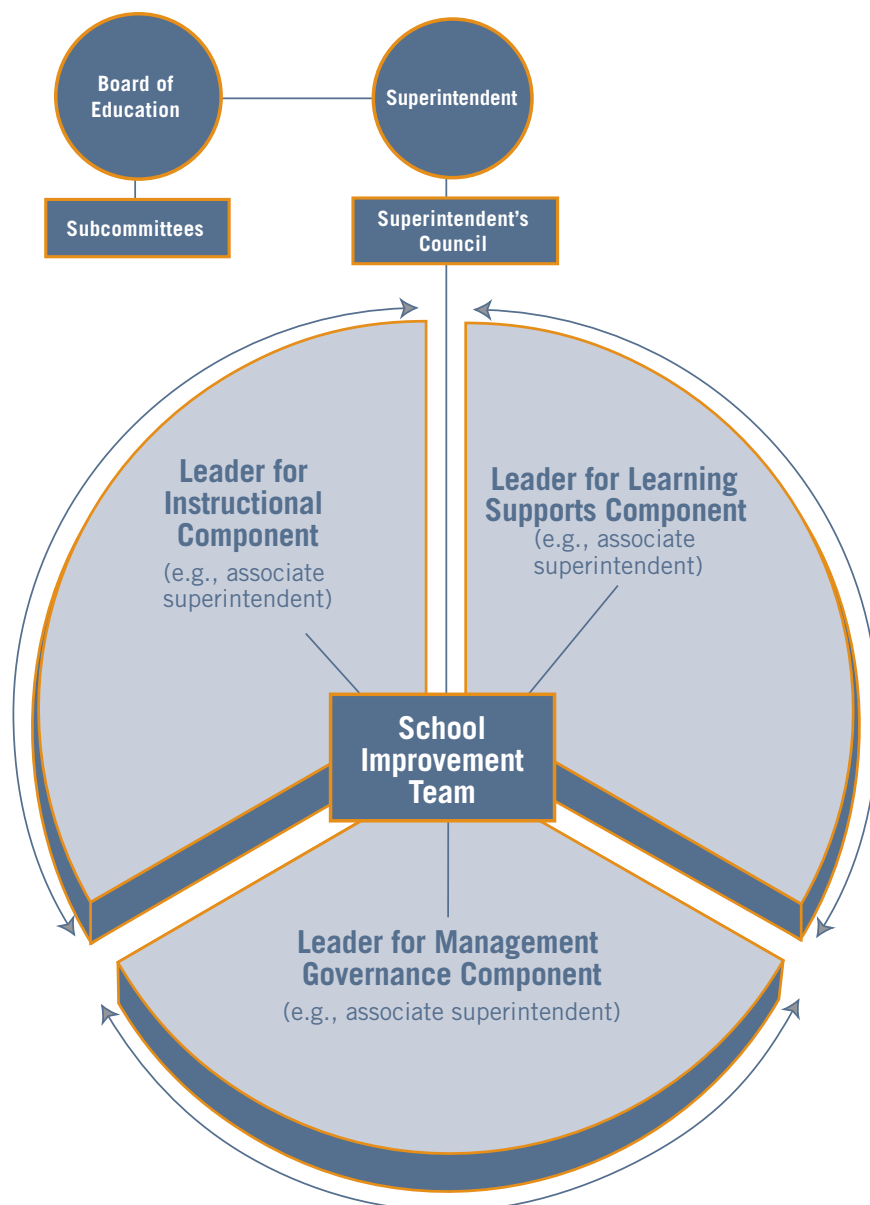
In each arena, there is broad involvement of stakeholders in planning the system and building capacity. Emphasis at all times in the classroom and school-wide is on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings because this is essential to engagement and reengagement and creating and maintaining a caring supportive climate.

Appendix B

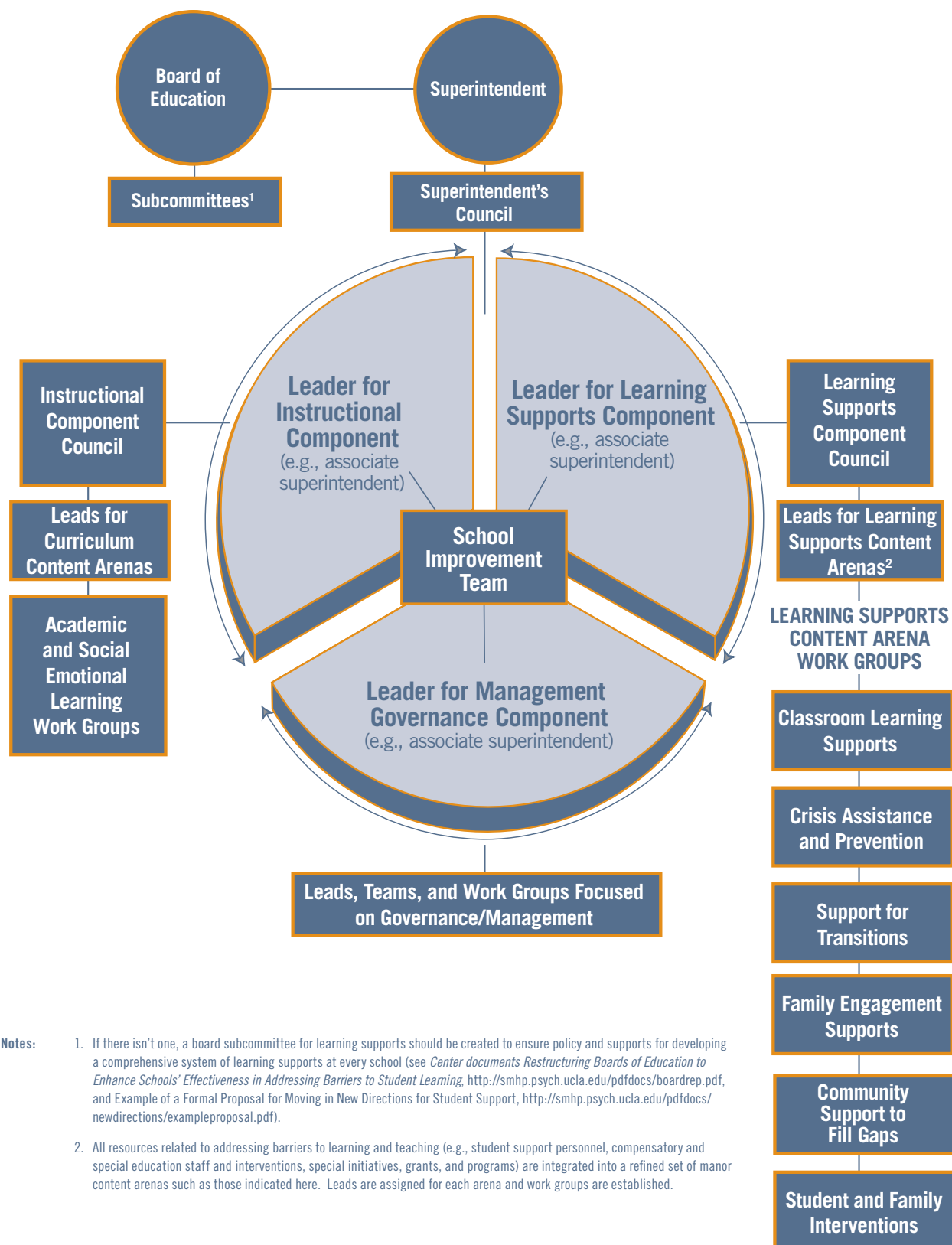
Prototypes Relevant to Reworking the Operational Infrastructure Beyond the School

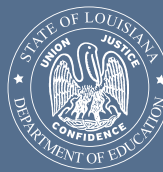
The following figures suggest ways to connect a family or complex (e.g., feeder pattern) of schools and prototypes to consider at district, regional, and state levels.

Prototype for an Integrated Infrastructure at the District Level



Prototype for an Integrated Infrastructure at the District Level with Mechanisms for Learning Supports that are Comparable to Those for Instruction





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