A Unified and Comprehensive System of Learning Supports for Alabama Students

DESIGN DOCUMENT

Alabama State Department of Education
Dr. Thomas R. Bice, State Superintendent

ALABAMA STATE BOARD OF EDUCATION

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Alabama State Department of Education, Thomas R. Bice, State Superintendent of Education July 2013

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PROCESS AND ACKNOWLEDGMENTS

In December 2011, Dr. Thomas R. Bice, then Deputy Superintendent of Alabama, and Dr. Eric Mackey, Executive Director of the School Superintendents of Alabama, traveled to Louisiana to learn about the transformative work of UCLA in developing a comprehensive system of learning supports for students. Upon his appointment as State Superintendent, Dr. Bice reorganized the leadership of the department with a focus on learning supports as a major departmental support initiative.

In August 2012, an overview of the work on addressing barriers to learning and teaching was presented to Superintendent Bice's senior leadership staff by the lead team from UCLA and Scholastic. The UCLA team of Dr. Howard Adelman and Dr. Linda Taylor provided a day-long training for design team members and representatives from the School Superintendents of Alabama (Dr. Eric Mackey); the Alabama Association of School Boards (Sallie Howell, J.D.); and the Council for Leaders of Alabama Schools (Mr. Earl Franks).

Dr. Linda Felton-Smith, Director of the Office of Learning Support, was charged with implementing the initiative as part of the department's strategic plan, Plan 2020. With support systems as one of the four pillars of Plan 2020, the development of a design document for the Alabama framework was critical to move the work forward to local schools districts.

During the Fall 2012, a design team, representing staff across the department, met and drafted the present document. The work is driven by the reality that school improvement efforts need leadership and guidance to ensure all students have an equal opportunity to succeed at school, thereby increasing the graduation rate and closing the achievement gaps. The design team recognized the untiring efforts to improve instruction, but also the need to develop better ways for schools, families, and communities to support learning by addressing barriers to learning and teaching. To that end, this document is a structured framework for Alabama's system of learning supports.

Sincere gratitude is given to those who work daily to do what is right for children, ensuring that Alabama's children grow up physically, socially, emotionally, behaviorally, and academically ready for college, work, and adulthood in the 21st century. This goal requires that homes, schools, and communities provide safe and supportive environments for children to live, learn, work, and play.

Our team wishes to thank 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 our own Alabama colleague, Dr. Rhonda Neal Waltman, and Tavia Crumpler, former staff lead with the Louisiana Department of Education. They provided much needed insight and guidance for the process. Finally, we could not venture on this journey without the support of our partners from Scholastic: Windy Lopez, Director of Community Affairs, and Larry Holland, Senior Consultant, Office of the Chairman. Their partnership and commitment to school improvement and community connections has helped make this work possible.

To our own design team, who worked above and beyond to make this document speak for the work, we say thank you. Now, along with the design team, we challenge everyone to live the words and put these important ideas into action for all of our children.

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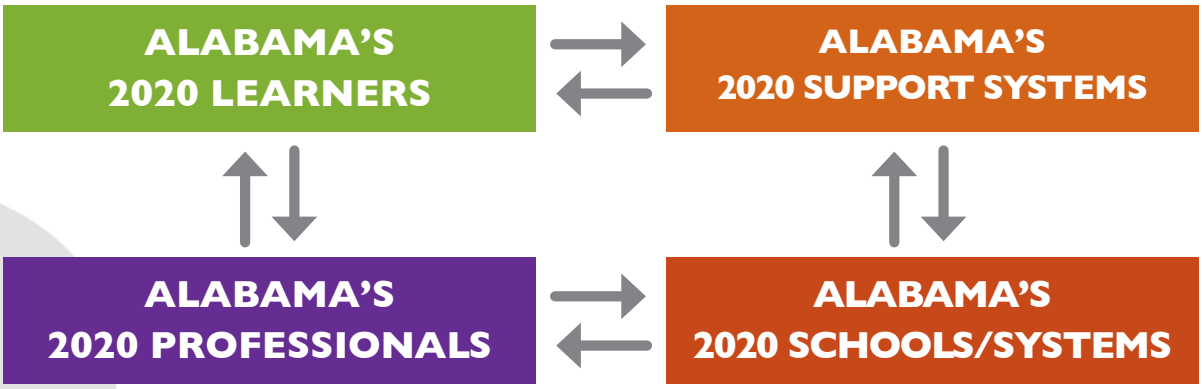
The vision for Alabama children is, "Every Child a Graduate—Every Graduate Prepared for College/Work/Adulthood in the 21st Century."

Alabama's goal is to create a world-class educational system, with the following learner objectives:

- **All students perform at or above proficiency and demonstrate continuous improvement (achievement/growth);**
- **All students succeed (gap closure);**
- **Every student graduates from high school (graduation rate); and**
- **Every student graduates from high school prepared (college and career readiness).**

ALABAMA'S PLAN 2020 PRIORITIES



Barriers to Learning and School Improvement

How to ensure that all students have the opportunity to succeed in school and beyond is a core question for school improvement policy makers and leaders. Nationally, there is great concern and debate about how to raise student achievement, reduce dropout rates, address disparities among children from different socio-economic backgrounds, close racial and ethnic achievement gaps, serve transient students and immigrant populations, and increase the level of expectations of—and support for—all children. Improved instruction alone cannot address the wide range of barriers to teaching and learning that interfere with schools reaching their improvement goals. Therefore, it is critical for schools to provide a unified and comprehensive system of learning supports that address barriers to learning and teaching and ensure that students are engaged and re-engaged in learning.

WHAT ARE BARRIERS TO LEARNING?

Examples of risk-producing conditions that can be barriers to development and learning.

ENVIRONMENTAL VARIABLES* ⟷ PERSON VARIABLES*

Neighborhood

- economic deprivation
- community disorganization, including high levels of transience and crime
- violence, drugs, etc.
- gangs
- racial and ethnic conflicts

Family

- chronic poverty
- conflict, disruptions, violence
- substance abuse
- models of problem behavior
- abusive caretaking
- inadequate provision for quality child care
- challenges related to status as immigrant, minority, juvenile offender, homeless, or foster child

School and Peers

- enrollment and attendance
- poor quality of schools
- negative encounters with teachers
- negative encounters with peers and/or inappropriate peer models

Individual

- medical problems
- low birth weight, neurodevelopmental delay
- psychophysiological problems
- difficult temperament and adjustment problems
- inadequate nutrition
- English language challenges
- learning and mental disorders

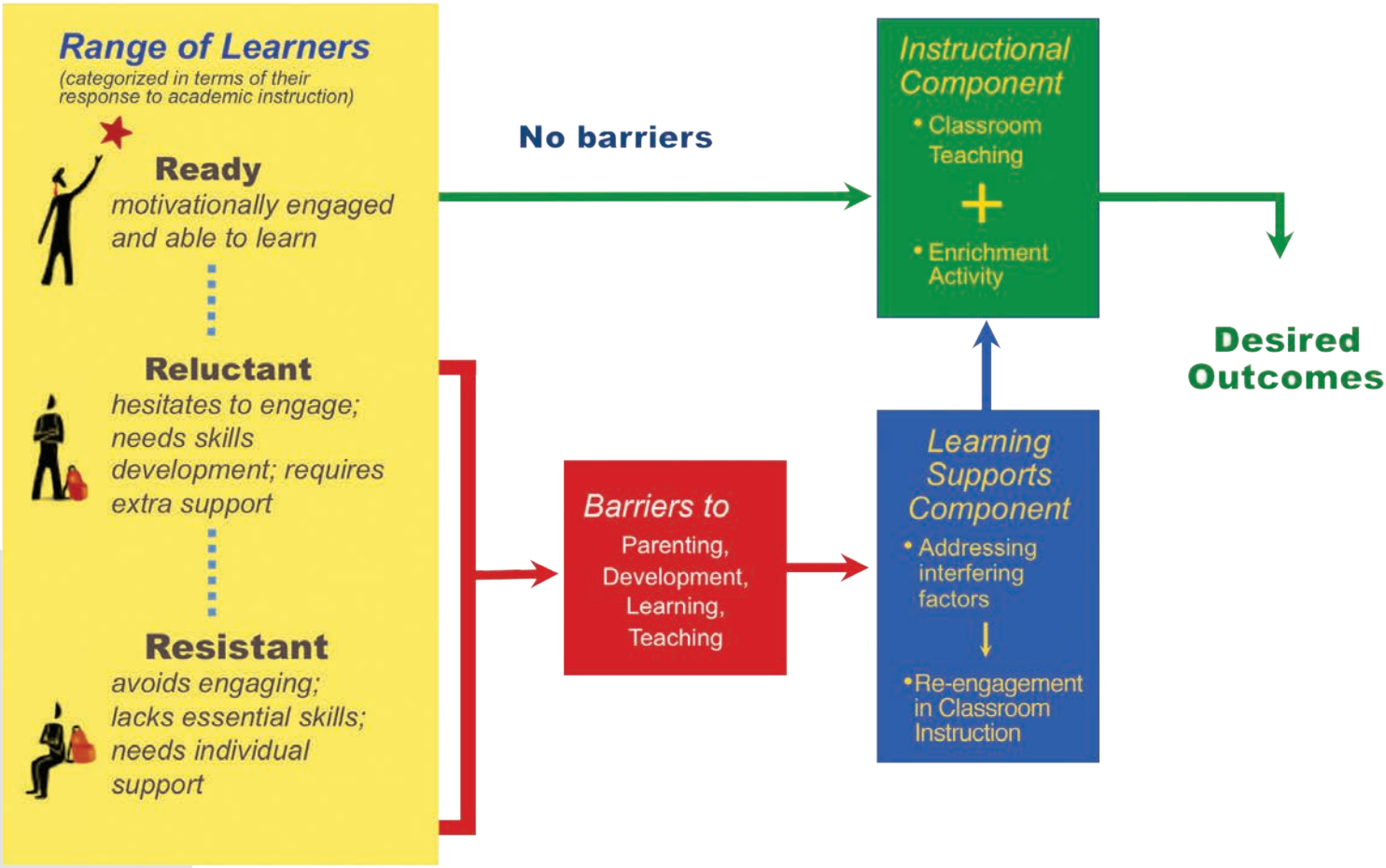
*A reciprocal determinist view of behavior recognizes the interplay of environmental and personal variables.

Along the road to success, there are many barriers that interfere with ensuring that all students have an opportunity to succeed at school. The neighborhoods in which some are raised, family conditions, and peer pressures can affect students in a multitude of ways. These ways include:

- **High absenteeism**
- **Missing prerequisite skills**
- **Low self-esteem**
- **Health problems**
- **Unacceptable behavior**
- **Truancy**
- **Lack of motivation**
- **Varying learning rates**
- **Discipline referrals**
- **Limited engagement and sense of belonging**
- **Learning styles**

Barriers also contribute to large numbers of students having difficulty at school, with some youngsters becoming chronically disconnected. This disconnection has fundamental implications for school improvement. There must be an understanding of why students become disconnected. In order to aid in their success, it is incumbent upon adults to implement supportive strategies to re-engage them in the classroom learning process.

BARRIERS TO LEARNING AND SCHOOL IMPROVEMENT



The Imperative for Developing a Comprehensive Learning Supports System

All children can learn, and those who are motivationally ready and able to learn are highly successful in response to classroom teaching and enrichment. For those who do experience barriers to learning and teaching, a fully developed learning supports component is needed with strategies to address those factors and re-engage the student in classroom instruction.

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

Alabama Facts: School Year 2011-2012

Enrollment	**744,637**
Expenditures per Student	**$8,405.00**
Gifted Students	**52,857**
Children with Disabilities (ages 3 to 21)	**80,149**
English Learners	**17,553**
Migrant Students	**2,319**
Homeless Students	**17,670**
Neglected and/or Delinquent Students	**2,170**

School Meals

Percent of Students Qualified for Free Meals	**51.53%**
Percent of Students Qualified for Reduced Meals	**6.62%**
Total Percent of Students Qualified for Free/Reduced Meals	**58.25%**

Transportation

Number of Students Transported Daily	**375,063**
Average Number of Students per Bus	**50.4**

Attendance

Excused Absences	**1,900,000**
Unexcused Absences	**9,700,000**

Graduation Rate

2012 Four-Year Cohort Graduation Rate **75%**

Student Assessment

Alabama Reading Math Test (ARMT) Grades 3–8

Percent of Students meeting or exceeding academic content standards in Reading and Mathematics (Levels III and IV).

	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
Reading	**88%**	**88%**	**92%**	**88%**	**86%**	**79%**
Mathematics	**85%**	**86%**	**89%**	**77%**	**72%**	**79%**

Alabama High School Graduation Exam

Percent of Seniors Passing

Reading 94% Language 90% Mathematics 95% Biology 98% Social Studies 90%

Average ACT Score **20.3**

Moving Forward

The prevailing approaches to school improvement emphasize two components: Instruction and Management/Governance. There is virtually no major emphasis on developing a comprehensive component focused on learning supports. The focus on instructional insight and the implementation of quality initiatives alone will not help Alabama cultivate continued educational improvement. Teachers continue to be frustrated by factors that undermine student engagement in the learning environment. Many of the issues seem to be beyond the control of teachers and schools. The design document presented here is intended to change this perception.

Alabama is at new crossroads. The current efforts to address barriers to learning, teaching, and re-engaging disconnected students are spread across sections and initiatives. Recently, the State of Alabama has implemented Plan 2020, which includes an integrated, systemic approach that will reduce the number of unexcused absences, the number of discipline infractions that result in out-of-class and school suspensions, and also the number of ninth grade failures. There are data to demonstrate that Alabama has school systems that have overcome significant obstacles, which is an indication that the real poverty in education might lie in the way we are using existing resources.

In the process of developing the rationale for moving forward with the development of a unified and comprehensive Learning Supports System for Alabama's students, six statements of belief are offered:

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 doesn't just focus on an individual student with problems. A school-based learning supports leader and leadership team represents the type of mechanisms 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. **A Learning Supports System is essential 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.**

"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."

—Carnegie Task Force On Education

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**

Shifting Gears: On the Road to Success

In order to accomplish the essential goal of public education—for all students to have an equal opportunity for success at school, research studies indicate the need for developing a comprehensive, multifaceted, and unified system of learning supports.

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

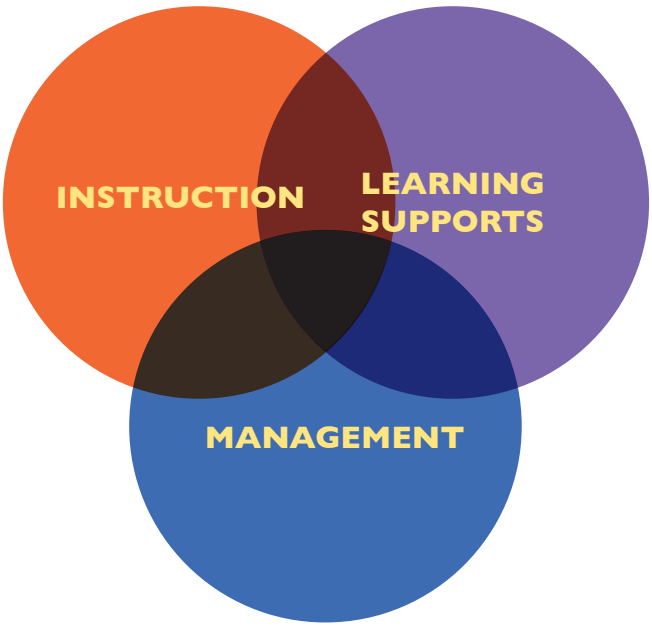
A comprehensive learning supports system provides supportive interventions in classrooms and school-wide, and is fully integrated with efforts to improve instruction and management at a school.

The Alabama State Department of Education has adopted a new framework for learning supports. It is supported by the Alabama Plan 2020 pillar, Alabama's Support Systems. The pillar includes the following objectives:

1. **All students will attend school daily and be engaged in rigorous and relevant learning environments.**
2. **All students will develop a sense of personal and civic responsibility to ensure a learning environment that is safe and civil.**
3. **All students will be provided with individual and group counseling services.**
4. **All students will enter 9th grade prepared, and have a four-year plan that addresses their individual academic and career-interest needs.**
5. **All students will be provided with healthy meals, physical education, and health instruction supported with needed medical and related services.**

For Alabama students to travel the road to success, a synchronized integrated system is needed. These three priorities are the foundation for Alabama's Learning Supports System, and can be conceptualized with the following unifying framework.

A Unifying Framework



- **Instruction:** Learners and professionals providing guidance for best practices for effective instruction
- **Management:** Site management by school and school system administration, providing best practices in leadership and guidance
- **Learning Supports:** A unified and comprehensive system in classrooms and school-wide, providing learning supports that are fully integrated into school improvement policy and practice to improve teaching and learning.

The road to success requires a different kind of highway–a super highway to address the roadblocks and barriers that detour teaching and learning.

Examples of initiatives, programs, and services provided by Alabama's Learning Supports System include:

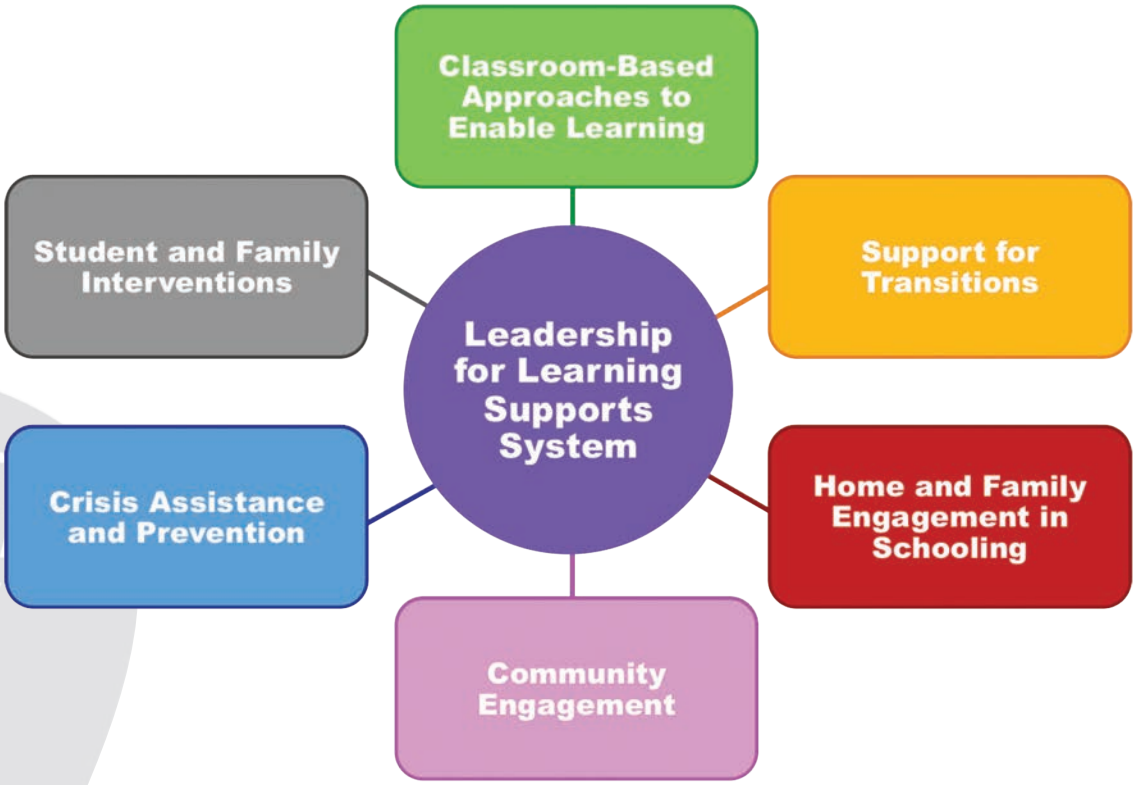
- Positive behavioral supports
- School safety
- Bullying and harassment prevention
- Drug prevention and recovery
- Discipline
- Transition/articulation programs
- Initial adjustment to new classrooms and schools
- Comprehensive school health services
- Dropout prevention and recovery
- Innovative pathways
- Guidance and counseling
- English learners
- Migrant education
- Parent engagement
- McKinney-Vento program for homeless education
- Crisis response and prevention
- Alternative education
- Community education
- Technology initiatives
- Special education services
- Graduation Tracking System

Six Learning Supports Areas

The super highway for Alabama's Learning Supports System has multiple pathways to success—and six areas that ensure barriers are addressed.

CLASSROOM-BASED APPROACHES TO ENABLE LEARNING

- Ensuring classrooms have necessary supports
- Ensuring rigorous and relevant learning environments
- Ensuring classroom and school-wide approaches are used to create and maintain a positive climate
- Pledging customized supports to districts via Regional Planning Teams and Regional Support Staff
- Implementing school-wide discipline plans



SUPPORT FOR TRANSITIONS

- Transitioning from early childhood to school
- Transitioning into a new class
- Transitioning between school levels
- Transitioning precipitated by family moves and between communities
- Transitioning from school to adulthood
- Transitioning from plans/programs within the schools
- Transitioning from residential treatment facilities to schools

HOME AND FAMILY ENGAGEMENT IN SCHOOLING

- Supporting families in respectful two-way communication between home and school
- Building capacity to enhance family involvement
- Promoting parent programs that enhance family support of student learning and performance
- Involving families in student decision making
- Informing families of their rights and responsibilities regarding all educational services
- Addressing specific support and learning needs for families

COMMUNITY ENGAGEMENT

- Building capacity to enhance community involvement and support in school districts
- Establishing mechanisms to recruit, screen, prepare, and maintain a wide range of community resources
- Coordinating and integrating services from various community agencies to meet the individual needs of students

CRISIS ASSISTANCE AND PREVENTION

- Ensuring immediate assistance in emergencies so students can resume learning
- Providing follow-up care as necessary
- 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
- Working with neighborhood schools and the community to integrate planning for response and prevention
- Staff/stakeholder development focusing on the role and responsibility of all in promoting a caring and safe environment

STUDENT AND FAMILY INTERVENTIONS

- Providing extra academic and/or other support as soon as a need is recognized
- Monitoring and managing extra interventions for adequacy and effectiveness
- Enhancing access to direct interventions for health, mental health, and economic assistance
- Establishing mechanisms for resource coordination and integration between schools and communities to avoid duplication of services and to enhance the effectiveness of services

The six learning supports areas are all part of an operational infrastructure that is synchronized to provide a continuum of interventions. The overarching purpose of the interventions is to:

- promote healthy development and prevent problems
- act early to address problems as soon as they occur
- intervene with chronic and more serious problems

Schools work with their communities to address efforts to enable the varying developmental aspects of student growth and development: academic, social, emotional, and physical development, as well as to address public and mental health concerns. These developmental aspects also take into consideration behavior, learning, and emotional concerns at schools.

A CONTINUUM OF INTERVENTIONS

School Resources
(facilities, stakeholders, programs, services)

EXAMPLES

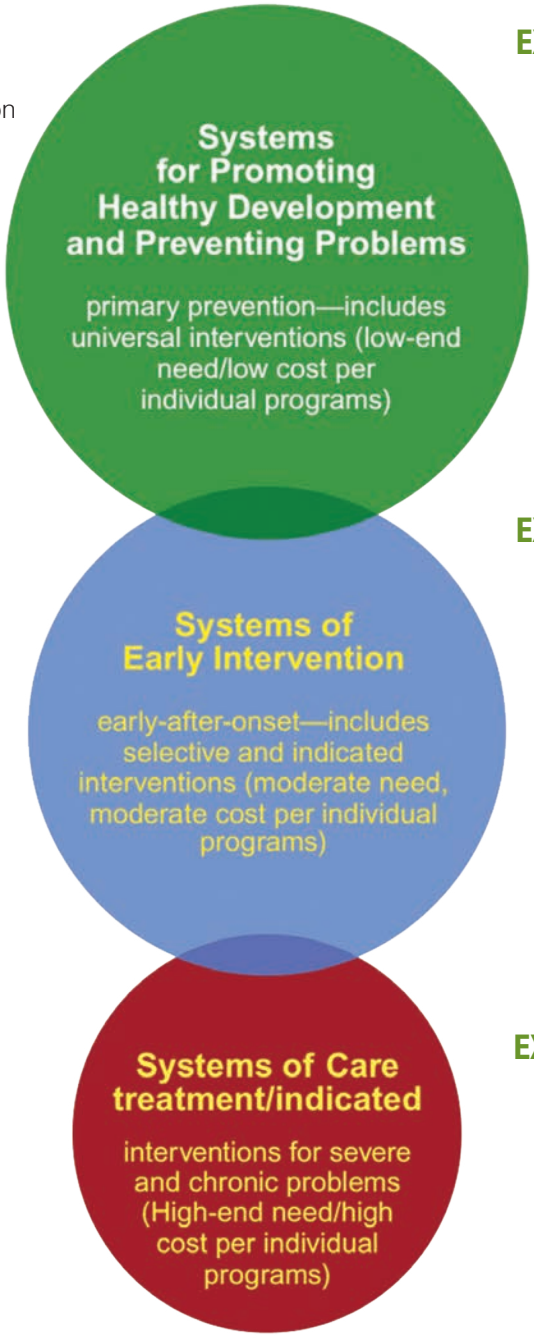
- General health education
- Social and emotional learning programs
- Recreation programs
- Enrichment programs
- Support for transitions
- Conflict resolution
- Home involvement
- Drug and alcohol education

EXAMPLES

- Drug counseling
- Pregnancy prevention
- Violence prevention
- Gang intervention
- Dropout prevention
- Suicide prevention
- Learning/behavior accommodations and response to intervention
- Work programs

EXAMPLES

- Special education for students with learning disabilities, emotional disturbance, and other health impairments



Community Resources
(facilities, stakeholders, programs, services)

EXAMPLES

- Recreation and enrichment
- Public health and safety programs
- Prenatal care
- Home visiting programs
- Immunizations
- Child abuse education
- Internships and community service programs
- Economic development

EXAMPLES

- Early identification to treat heath problems
- Monitoring health problems
- Short-term counseling
- Foster placement/group homes
- Family support
- Shelter, food, clothing
- Job programs

EXAMPLES

- Emergency/crises treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities programs
- Hospitalization
- Drug Treatment

The continuum illustrated above integrates school and community resources within the contexts of promoting healthy development, intervening early, and treating more severe and chronic problems. The focus of the continuum is to connect the interventions that most schools offer and to emphasize discovering the root causes as a means to integrate services and programs.

The coordinated systems of interventions as shown in the graphic illustrate the interlocking needed to prevent fragmentation, redundancy, and competition for scarce resources that define many communities. Improved integration and coordination of community and school resources increase the opportunities for success and cost-effectiveness. The top of the continuum shows a schoolwide systemic approach. The middle focuses on early intervention of any problems that occur. The bottom represents the students who have severe, pervasive, and chronic problems, such as those students with disabilities.

All these systemic approaches are integrated with each other in order to best serve students, family, school, and community. Working collaboratively, schools and communities can weave together resources in a cost-effective way to produce a safe, nurturing, healthy climate and culture, creating an environment of trust, caring, respect, and high expectations for students.

As we "shift gears" in Alabama to combine the six learning supports areas with the continuum of interventions, a unified and comprehensive learning supports framework will be created that can be fully integrated into school improvement policy and practice.

The matrix shown in the next exhibit illustrates a means to map and analyze what resources and supports exist, and to highlight the gaps at each level: school, a family/feeder pattern of schools, district, and community, in order to meet the needs of students and eliminate barriers to learning and teaching.

Continuum + Content Areas = Comprehensive System of Learning Supports

LEARNING SUPPORTS CONTENT AREAS	LEVELS OF INTERVENTION: System for Promoting Healthy Development and Preventing Problems	System for Early Intervention (Early after problem onset)	System of Care
Classroom-Based Approaches to Enable Learning			
Crisis Assistance and Prevention			
Support for Transitions			
Home and Family Engagement in Schooling			
Community Engagement			
Student and Family Interventions			

Framing the Operational Infrastructure

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

WHAT IS AN OPERATIONAL INFRASTRUCTURE?

In the context of Alabama's Learning Supports System, operational infrastructure refers to the mechanism necessary to plan, develop, implement, evaluate, and sustain the system at all levels. The intent is to improve schools, so the infrastructure should be designed from the school outward. The question becomes: How will a learning supports system look at my school? Then, the focus expands to include the mechanisms needed to connect a family/feeder pattern of schools and establish collaborations with surrounding community resources.

The "drivers manual" for learning supports requires consistent diagnostic checks at the school level–and leadership matters. 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.

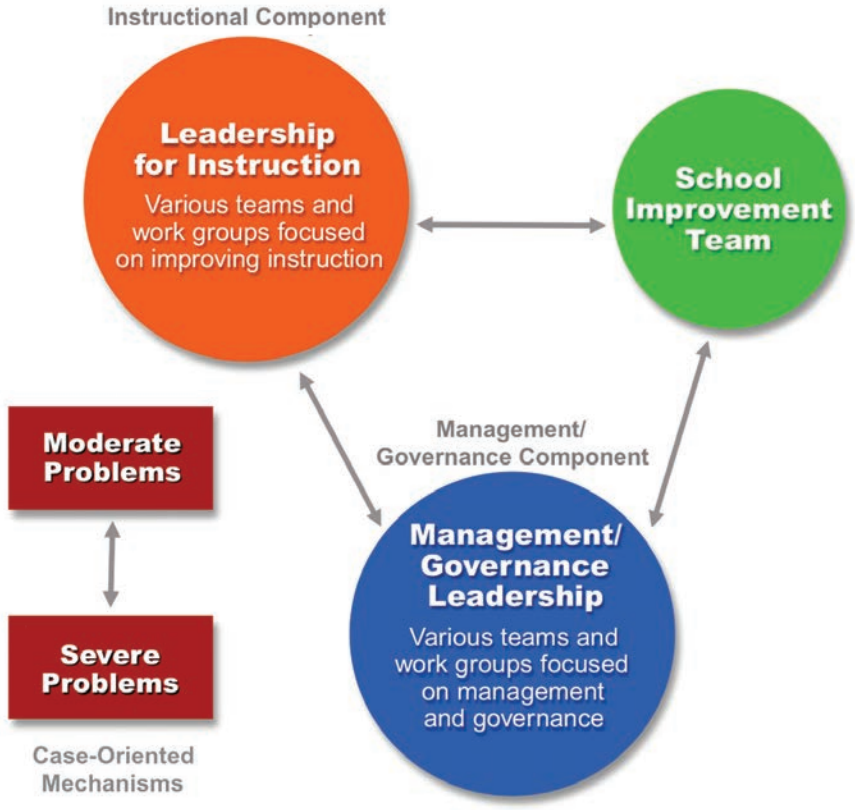
Ultimately, central district units need to be restructured in ways that best support the work at the school and school complex levels. Indeed, a key guideline in designing district, regional, and state operational infrastructure is that the mechanism must provide leadership and build capacity for:

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

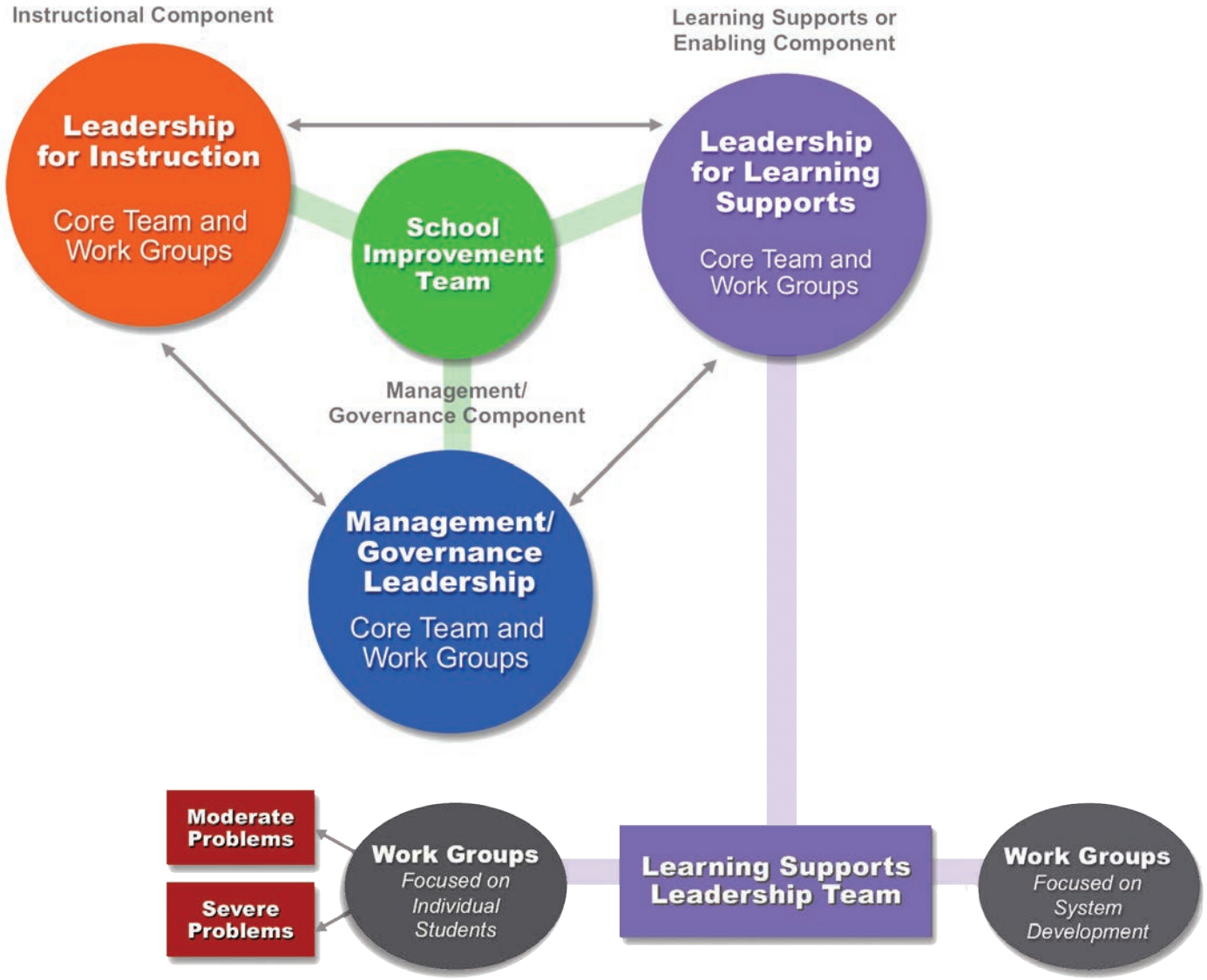
WHERE WE ARE NOW?

What happens at the school level matters most. The example below shows what current school infrastructure resembles at most of our schools. Efforts designed for learning supports are mostly case-by-case work. Well-designed, compatible, and interconnected infrastructures from the school to the state department are essential for developing a unified and 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 continuum of interventions over time. Moreover, content and resource-oriented

WHAT THE STUDENT SUPPORT INFRASTRUCTURE LOOKS LIKE AT MOST SCHOOLS



PROTOTYPE FOR INTEGRATED INFRASTRUCTURE AT THE SCHOOL LEVEL



infrastructure mechanisms enable programs and services to function in an increasingly cohesive, cost-efficient, and equitable way.

WHERE WE WANT TO GO

The example above is what an Integrated Infrastructure at the School Level should look like. In this example, the Comprehensive Learning Supports 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.

Learning Supports Leadership 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, English Learners Title I program coordinators, and school safety staff.
- Also included on the team should be classroom teachers, non-certificated staff, parents, and older students.
- If a separate team is not feasible, existing teams, such as student or teacher assistance teams, school crisis teams, or school improvement teams, could expand their scope to fulfill this larger role.

Accountability: The Tracking System to Our Destination

Alabama's "GPS" tracking system will let us know how close we are to our destination. To assist the department, Alabama adopted the accountability mechanism called Deliverology to better implement Plan 2020. Much of the progress toward our learning supports goals will be measured by the indicators listed in the Increasing the Graduation Rate Delivery Plan.

Deliverology is a systematic process through which system leaders can drive progress and delivery results. It seeks to improve education by forcing educators to clarify their goals through identifying problem areas, developing a strategy to improve those areas, and setting up benchmarks in order to monitor their progress.

Deliverology enables a system to answer the following questions rigorously:

- **What is our system trying to do?**
- **How are we planning to do it?**
- **At any given moment, how will we know whether we are on track?**
- **If not, what are we going to do about it?**
- **How can a central Delivery Unit help?**

PLAN 2020: ALABAMA'S ACCOUNTABILITY MODEL

ALABAMA LEARNERS

- ✔ Achievement
- ✔ Growth
- ✔ Gap
- ✔ College and Career Readiness

ALABAMA SUPPORTS SYSTEM

- ✔ Program Reviews
- ✔ Graduation Rate
- ✔ Attendance
- ✔ Participation Rates
- ✔ Discipline Infractions
- ✔ Other Measures

ALABAMA PROFESSIONALS

- ✔ Effective teachers and leaders as measured by EDUCATE Alabama, LEADAlabama and multiple measures of student performance

ALABAMA SCHOOLS/SYSTEMS

- ✔ Local indicator(s) from School/System Improvement Plan

Alabama has several mechanisms to report statewide data for schools and school systems. The annual Alabama Education Report Card reports attendance, safety and discipline, the four-year dropout rate, and other demographic data each year for each school system in the state. Additionally, the Student Incident Report (SIR) captures behavior and discipline data. Alabama also collects four-year cohort graduation rate data, based on attendance from ninth through twelfth grades. The Graduation Tracking System (GTS) tracks students in danger of dropping out of school, and makes that data available to schools in real time.

Poor attendance is the number one indicator for poor academic issues and for potential dropouts. Absences in general may have a negative impact on school performance, but unexcused absences will have an especially negative impact. During the 2011–2012 school year, Alabama public schools had 198,740 students with five or more unexcused absences.

"This is what we're here for."

—Dr. Tommy Bice, State Superintendent of Education

Concluding Comments

The next decade marks 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 and unified system of learning supports to prevent the many learning, behavior, and emotional problems experienced by students. This means reshaping the responsibilities and functions of school personnel who play a vital role in addressing barriers to learning and to promoting healthy development.

Without this comprehensive system of learning supports, schools and school 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 related to student achievement; and**
- **Reduce the number of schools designated as low performing.**

Moving Beyond Marginalization and Fragmentation

Typically, when policy makers introduce another initiative for education reform, the pressure to implement the new initiative often draws attention away from other essential facets involved in improving and transforming schools. In Alabama, as the College Career Readiness Standards (CCRS) for instruction is taking place, the plan's essential components include standards for learning supports and management.

Efforts to revamp schools cannot afford to marginalize any primary and essential facet of what must take place at schools every day. Thus, policy must attend to all three of the major interrelated functional areas that schools pursue day-in and day-out: instruction, management, and learning supports.

Developing standards for a system of learning supports provides the foundation for improving standards related to specific subgroups of students and school support staff (e.g., school counselors, psychologists, social workers, nurses, special education, office staff, school resource officers, and bus drivers) and standards related to specific subgroups of students (e.g., those with barriers to learning and those with special needs).

Standards for a System of Learning Supports

The following standards for learning supports were developed by Dr. Howard Adelman and Dr. Linda Taylor, from the UCLA Center for Mental Health in School.

AREA 1: Framing and Delineating Intervention Functions

Standard 1 Establishment of an overall unifying intervention framework for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching, including re-engaging disconnected students.

Standard 1a Continuous enhancement of differentiated classroom practice, climate, and culture.

Standard 1b Continuous enhancement of programs and systems for a full range of support for transitions.

Standard 1c Continuous enhancement of programs and systems to increase and strengthen family engagement.

Standard 1d Continuous enhancement of programs and systems for responding to and, where feasible, preventing school and personal crises and trauma.

Standard 1e Continuous enhancement of programs and systems to increase and strengthen community outreach and support.

Standard 1f Continuous enhancement of programs and systems to facilitate student and family access to interventions, including effective services and special assistance on campus and in the community as needed.

AREA 2: Reworking Operational Infrastructure

Standard 2 Establishment of an integrated operational infrastructure for the ongoing planning and development of the learning supports component.

AREA 3: Enhancing Resource Use

Standard 3 Appropriate resource use and allocation for developing, maintaining, and evolving the component.

AREA 4: Continuous Capacity Building

Standard 4 Capacity building for developing, maintaining, and evolving the component.

AREA 5: Continuous Evaluation and Appropriate Accountability

Standard 5 Formative and summative evaluation and accountability are fully integrated into all planning and implementation of the component.

"It's about the children sitting in those chairs and desks. **If we always remember what's best for the child in the chair, how can we make wrong decisions?** We serve one group. That's the students. **The chair is a visual reminder of why we're here—to serve students.**"

—Dr. Tommy Bice, State Superintendent
Alabama State Department of Education

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