



LEARNING SUPPORTS

Unified Comprehensive System of Learning Supports

MASE Best Practices Conference

May 10, 2013

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TO BE ADDRESSED

- What is Learning Supports?
- Where did Learning Supports come from?
- What are the goals of implementation?
- Where is Stillwater in the implementation process?
- What are next steps?
- What are your questions?



The Carnegie Task Force on Education says...

*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.*



WHAT IS LEARNING SUPPORTS?

- A Unified Comprehensive System of Learning Supports is:
 - A framework of all resources, strategies, and practices
 - That provide physical, social, emotional, and intellectual supports
 - To enable all students to have an **equal opportunity for success at school**
 - Aimed at systematically addressing barriers to teaching and learning
 - And re-engaging students who have disconnected from the learning process



WHERE DID LEARNING SUPPORTS BEGIN?

- Hurricane Katrina
- *Rebuilding for Learning* collaborative: UCLA – AASA – Scholastic
- Working group – need for more support at the elementary schools to supplement the work of the psychologists: student advocates were hired
- Three district collaborative: Gainesville, GA; Grant Parish, LA; Stillwater, MN (Strong support provided by *Rebuilding for Learning*)
- Through T&L reorganization: PreK-12 Coordinator of Learning Supports position posted and hired
- Learning Supports Staff: advocates, psychologists, counselors, technology integrationists

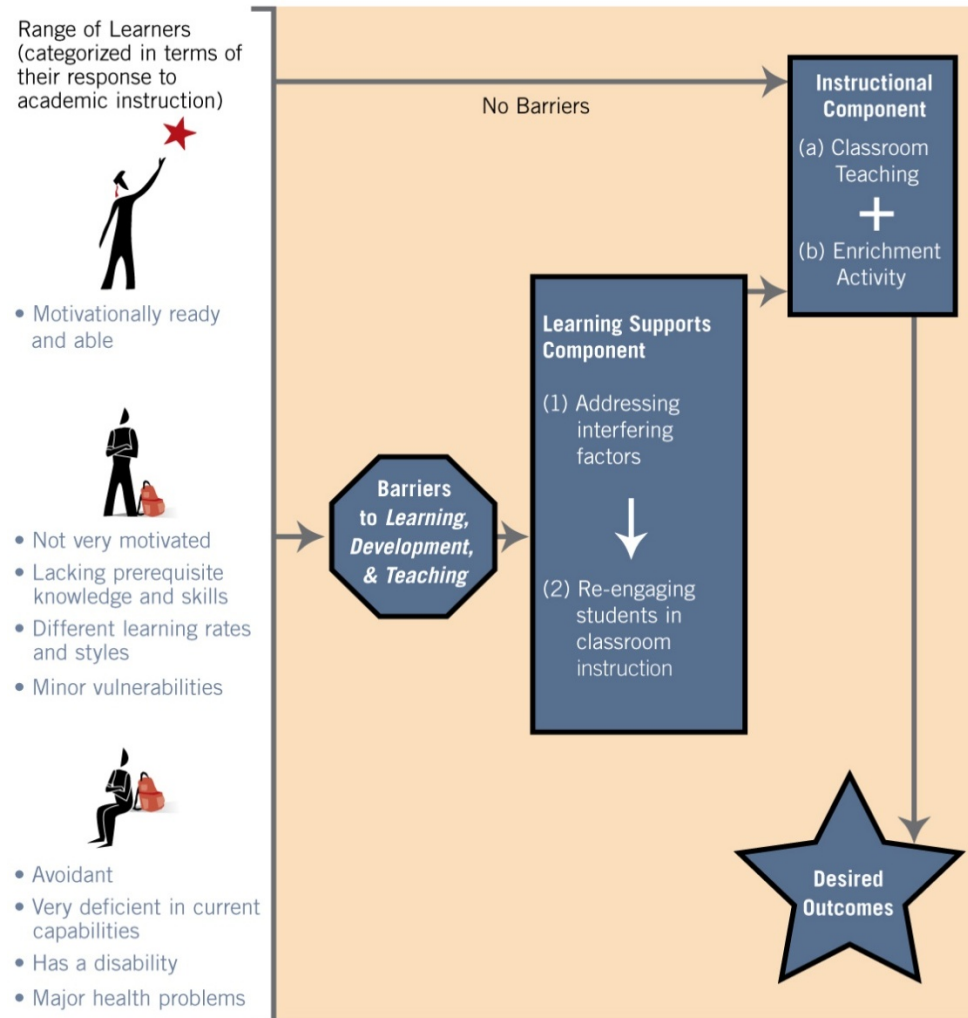


WHAT MAKES THIS DIFFERENT?

- This is a framework, not a program
- The focus is on being proactive – “Fix the bridge”
- Emphasis on student re-engagement
- The focus is on SYSTEMATIC solutions in addition to save the starfish
- Simplified and focused meeting structure at the building and district levels
- Addresses “whole child” needs
- Addresses equity of access for kids
- Focus on working in an intentional way with our community
- Systematic and focused set of solutions before Special Education consideration



NOT ALL LEARNERS COME READY TO LEARN – WE NEED TO PERSONALIZE LEARNING AND BY ADDRESSING THE REAL BARRIERS TO LEARNING



CURRENTLY INTERVENTIONS ARE...

- Fragmented
- Inequitable across schools
- Not always in collaboration with services provided outside of the district
- Not always aligned to student need
- Not always systematic, structured, comprehensive, and unified
- Stillwater Area Public Schools contains amazing internal capacity, talent, and hard work. We need to organize ourselves to maximize the benefit for our kids and families.



WE NEED TO CLEAN UP OUR CLOSET TO ENSURE ALL KIDS LEARN



GOALS OF IMPLEMENTING A LEARNING SUPPORTS FRAMEWORK

- Improve student achievement for all students
 - Address the plateau effect for high-end learners
 - Close the achievement gap between subgroups (compress and
 - Capitalize on changing demographics
- Improve stakeholder involvement and satisfaction
 - Integrate community resources into the services the district provides
 - Create relationships with the community that are mutually beneficial
- Improve organizational and instructional effectiveness
 - Curriculum and management alone can not get us to 100% proficiency
 - Remove all barriers to learning – both academic and non-academic
 - Streamline teams and streamline meeting structures in a way supports continual improvement of the organization
- Improve financial performance
 - Eliminate redundancy in services
 - Collaborative use of resources
 - Maximize the use of the resources we currently have to most benefit students and families



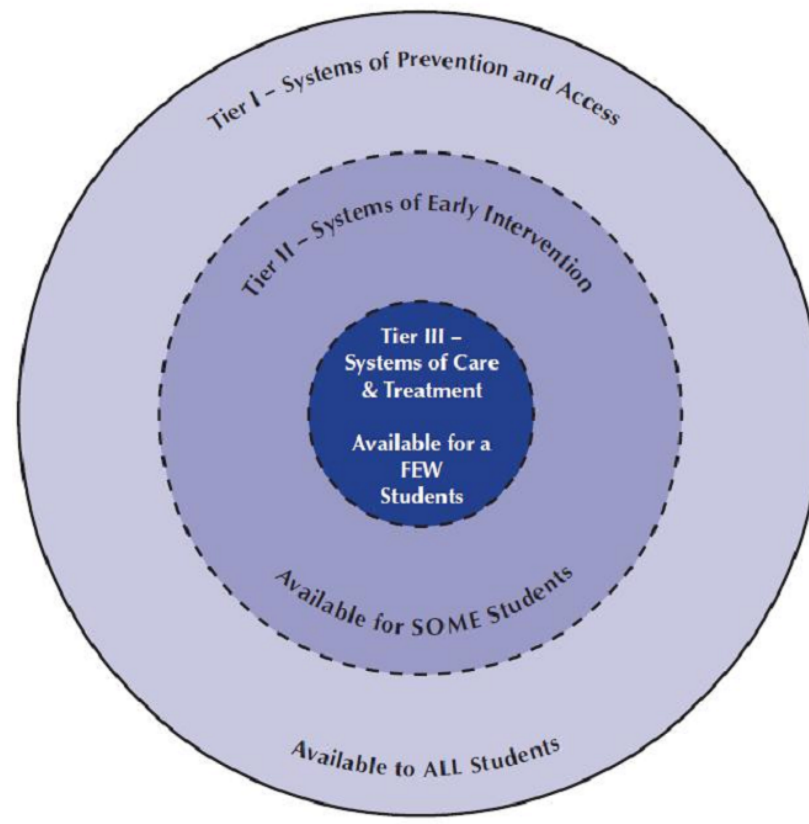
THREE TIERS OF INTERVENTION

- TIER 1 - PREVENTION: Promote healthy development and prevent problems
- TIER 2 – EARLY INTERVENTION: Intervene early to address problems as soon after onset as feasible
- TIER 3 – CARE AND TREATMENT: Provide specialized assistance for those with severe, pervasive, or chronic problems



THREE TIERS

Connecting Learning Supports and Response to Intervention (RtI)



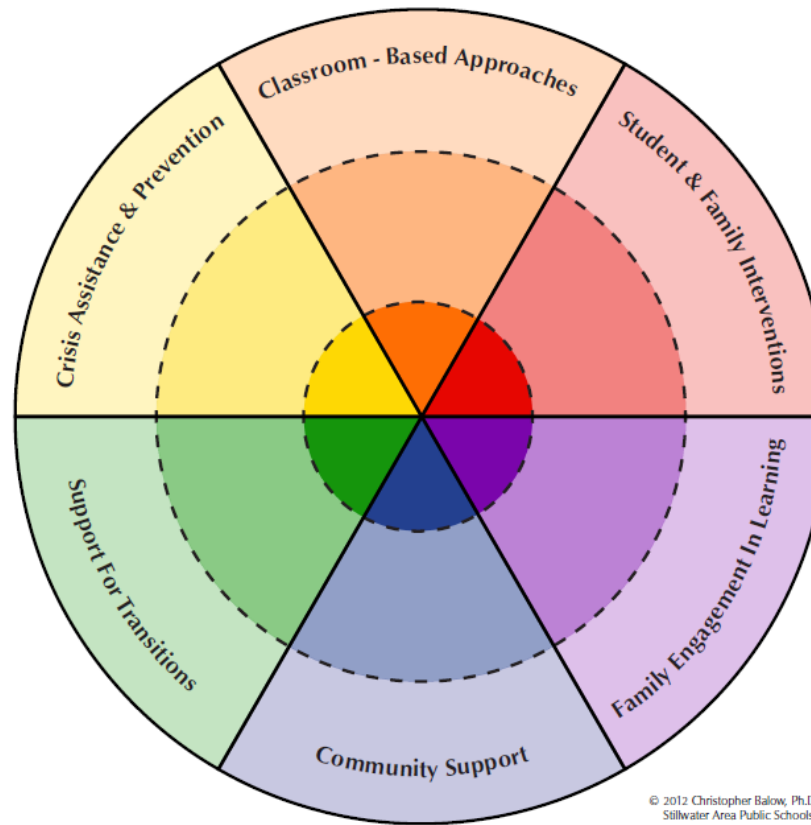
SIX ARENAS OF INTERVENTIONS

- . Classroom-based Approaches
- . Support for Transitions
- . Family Engagement in Learning
- . Community Support
- . Crisis Assistance and Prevention
- . Student and Family Interventions



THREE TIERS AND SIX ARENAS

Tiered Learning Supports By Arena



THREE COMPONENTS

- Instructional Component: Direct facilitation of learning
- Management Component: Governance and resource management
- Learning Supports: Address learning, behavioral, and emotional problems



IMPLEMENTATION

1. Create a School Improvement Team at each building including the three components (coordinates work of PLCs, RtI, Staff Development, PBIS, etc)
2. Create a District Improvement Team
3. Map all building and district interventions in to the three tiered, six arena framework
4. Collect baseline data
5. Do a needs assessment using baseline data as well as surveys
6. Begin to have School and District Improvement Teams functioning within the Learning Supports framework
7. Work on building stronger, more sustained relationships with community organizations
8. Incorporate community resources into our district Learning Supports map



LAST THOUGHTS

- This is not one more thing
- A framework to work smarter and not harder
- Families and the community are our partners
- For ALL kids and ALL families
- Very inclusive – everyone in the district (and much of our community) contributes



***“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”***

John Dewey



QUESTIONS?

