

A Set of Key Resources Superintendents Can Draw on to Guide Development of a Comprehensive System of Learning Supports for All Schools in the District

(1) Introductory Information

- > *Toward next steps in school improvement: Addressing barriers to learning and teaching*
<http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf>
- > *What every leader for school improvement needs to know about student and learning supports*
<http://smhp.psych.ucla.edu/pdfdocs/whateveryleader.pdf>
- > *District superintendents and the school improvement problem of addressing barriers to learning* – <http://smhp.psych.ucla.edu/pdfdocs/supt.pdf>
- > *Turning around, transforming, and continuously improving schools: Federal proposals are still based on a two- rather than a three- component blueprint* –
<http://smhp.psych.ucla.edu/pdfdocs/turning.pdf>
- > *Funding stream integration to promote development and sustainability of a comprehensive system of learning supports* – <http://smhp.psych.ucla.edu/pdfdocs/fundingstream.pdf>
- > *Improving outcomes for students and schools requires a Comprehensive System of Learning Supports* – <http://smhp.psych.ucla.edu/pdfdocs/improvingoutcomes.pdf>
- > *Cut-backs make it essential to unify and rework student and learning supports at schools and among families of schools* – <http://smhp.psych.ucla.edu/pdfdocs/cutbacks.pdf>
- > *Frameworks for systemic transformation of student and learning supports* –
<http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf>
- > *Toward a school district infrastructure that more effectively addresses barriers to learning and teaching* – [http://smhp.psych.ucla.edu/pdfdocs/briefs/toward a school district infrastructure.pdf](http://smhp.psych.ucla.edu/pdfdocs/briefs/toward%20a%20school%20district%20infrastructure.pdf)
- > *Implementing a Comprehensive System of Learning Supports: A brief district guide for moving forward* – <http://smhp.psych.ucla.edu/pdfdocs/implementingls.pdf>
- > *Infrastructure for learning supports at district, regional, and state offices* –
<http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidk.pdf>

Note: For more information on the national Center for Mental Health in Schools at UCLA and its many resources, go to the website at <http://smhp.psych.ucla.edu>. The center at UCLA is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Los Angeles, CA 90095-1563. Phone: (310) 825-3634. Email: smhp@ucla.edu.

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(Online at: <http://smhp.psych.ucla.edu/pdfdocs/superintres.pdf>)

If this was forwarded to you, you can receive future resources from the Center at UCLA directly by sending an email to smhp@ucla.edu to provide us with your contact information.

(2) Information for Principals

- > *Establishing a comprehensive system of learning supports at a school: Seven steps for principals and their staff* – <http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf>
- > *Leadership at a school site for developing a Comprehensive System of Learning Supports* – <http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidd.pdf>
- > *Learning supports and small schools* – <http://smhp.psych.ucla.edu/pdfdocs/learningsupportssmallschools.pdf>
- > *Resource oriented teams: Key infrastructure mechanisms for enhancing education supports* – http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf
- > *What might a fully functioning enabling or learning supports component look like at a school?* <http://smhp.psych.ucla.edu/summit2002/whatmightafully.pdf>
- > *Personalizing personnel development at schools: A focus on student engagement and re-engagement* – <http://www.smhp.psych.ucla.edu/pdfdocs/engagement.pdf>

(3) Toolkit of Resources. Includes many resources for Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching
<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

(4) Examples of What Others Already are Doing. Learn from the experiences of those who are designing Comprehensive Systems of Learning Supports and embedding them in school improvement plans. Take time to look at the following examples:

BROCHURES & PAMPHLETS

- Gainesville City Schools - Learning Supports System – <http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/gainesvillebroch.pdf>
- Stillwater School District - Unified Comprehensive System of Learning Supports -- <http://smhp.psych.ucla.edu/pdfdocs/stillwaterbroch.pdf>
- > Hawaii - Comprehensive Student Support System (CSSS) – http://doe.k12.hi.us/programs/csss/csss_pamphlet.pdf
- > Louisiana - Overview of the state's Comprehensive Learning Supports System – <http://smhp.psych.ucla.edu/summit2002/lalearningsupport.pdf>
- > Ohio - Student Success: A Comprehensive System of Learning Supports – <http://education.ohio.gov/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=54970>
- > Tucson Unified School District - Learning Supports System – <http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/tusdbrochure.pdf>
- > Indian River County Public School District - Learning Supports Collaborative – <http://smhp.psych.ucla.edu/aasa/irlsc.pdf>

MAJOR DESIGN DOCUMENTS

- > Louisiana Department of Education – <http://www.louisianaschools.net/lde/uploads/15044.pdf>
- > Iowa Department of Education – http://educateiowa.gov/index.php?option=com_docman&task=doc_download&gid=2588
(For some data related to Iowa's work on developing a comprehensive system of learning supports, see <http://smhp.psych.ucla.edu/summit2002/iaaireval.pdf>)
- > Gainesville City Schools – <http://smhp.psych.ucla.edu/aasa/aasagainesville.pdf>

**District and State Collaborative Network
for Developing Comprehensive Systems for Learning Support**

The number of SEAs and LEAs already involved and the growing interest by others in pursuing new directions for student and learning supports calls for additional sharing of prototypes, processes, and lessons learned. Therefore, initial steps have been taken to form the *District and State Collaborative Network for Developing Comprehensive Systems for Learning Support*.

The intent is to include all who are eager to share and want to learn from each other about moving student and learning supports in new directions. Sharing will be done through internet mechanisms (e.g., individual emails, listservs, websites), phone and possibly video or skype discussion sessions, and in-person meetings as feasible. Our Center will facilitate the work. We anticipate that the Center's collaboration with the American Association of School Administrators (AASA) and Scholastic will be helpful in achieving all this.

The Center's current information on: *Where's It Happening?* will be expanded into a broad-based clearinghouse encompassing the essence of what the collaborative network generates (see <http://smhp.psych.ucla.edu/summit2002/nind7.htm>).

If you have any interest in being part of this collaborative, please let us know.

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