

# **A System Of Student Support For Michigan Schools**

## **A Proposal and Call To Action**

**M.A.A.S.E.**

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# Forward: A Call To Action

The time is now!

It is time to provide a comprehensive system of support to all Michigan students' with barriers to learning. Let's consider the following:

**1. Vision (promise?) of “No Child Left Behind”.**

The current NCLB “system” is actually about “school buildings” making “adequate yearly progress.” That is, assuring all students reach the finish line at the same time and feigning interest in the fact that the starting line is different for all students'. A school based system truly designed to support individual student progress is required to realize the promise of this legislation.

**2. The failure of Special Education.**

The Special Education system of programs and services for students with barriers to learning is clearly the most expensive, time consuming, and litigious system available in our public schools. It is also well established that for certain categories, i.e. Specific Learning Disabilities, that students are over-identified despite a dearth of evidence for remedial efficacy and access to the general curriculum. Furthermore, the many students with similar needs that are not selected (identified) often have few options available. Unfortunately Special Education too often remains the only universal system of remedial instruction available that provides thoughtful education on an individual student basis.

**3. Frustration with marginalized and fragmented student support.**

That the right hand doesn't know what the left hand is doing is a stark reality among educators in this state. While calls for system unification grow louder, the myriad programs and services in our schools more often operate independently from each other and require numerous parallel resource and management structures. Often too, internal and external based support systems operate competitively, even vying for the students despite the plethora of student needs.

**4. Response To Intervention (RTI) assessment strategies.**

The reauthorized IDEA (2004) finally endorses those assessment strategies that may operationally define the provision of appropriate instruction for students whose achievement lags behind the curriculum schedule of our schools. All districts across our state will need to provide researched-based early intervening services that are student specific and reliably calculated to provide for meaningful progress. Systems that will support the design and provision of these services will need to be expanded.

**5. Vision and Principles of “Universal Education”.**

At its January 11, 2005 meeting, the Michigan State Board of Education approved for dissemination and public comment a document entitled “A Vision and Principles of Universal Education ([http://www.michigan.gov/documents/UniversalEdDraft\\_116015\\_7.pdf](http://www.michigan.gov/documents/UniversalEdDraft_116015_7.pdf)). This vision promotes the idea that all children with unique needs deserve the array of supports necessary to realize their potential.

**6. Proscribed School Improvement Planning.**

The systems for targeting student needs and implementing improved instructional strategies have ostensibly been in place in Michigan now for nearly 15 years. While designating a “School

Improvement Team” for each school, the lack of time and financial resources have not allowed the promise of “School Improvement” to be realized. It is also important to recognize that these systems, like NCLB, are “group” focused. A system of support for individual students is sorely lacking.

**7. Evidence of success elsewhere.**

Awareness and understanding of validated school-based approaches to student support and academic progress is growing. Brief summaries of those projects moving forward in Iowa and Wisconsin can be found at <http://smhp.psych.ucla.edu/>.

This document is intended for policy makers and leaders at the state, regional, and local levels within and outside of the education system who have a compelling interest in the achievement of all students and are seeking effective ways to improve student learning. It introduces a set of new concepts for a system of support that students need if they are to achieve at high levels. The document calls for rethinking the directions for student supports in order to reduce fragmentation in the system and increase the effectiveness and efficiency by which it operates. The intended results are for all children and youth to succeed in school, grow up healthy and socially competent, and prepared for productive adulthood

# Student Support System

## **Introduction:**

A comprehensive student support system establishes a school environment in which every student is cared for and respected. It is teacher and parent driven because they know the student better than anyone. The foundation of the comprehensive student support system is the school support group, in which groups of teachers and students become familiar with each other and share experiences, ideas, problems, and concerns that allow them to support one another. Every student will belong to a group of teachers and students who will care about them and who will be the first to respond to their support needs.

When teachers, parents and others in the school support group deem students to need special services and programs, supports shall be customized to address each student's needs so the individual can satisfactorily benefit from classroom instruction. A coordinated and integrated student support system avoids duplication and fragmentation of services, ensures that services are timely and involves the use of formal and informal community supports such as churches and ethnic and cultural resources unique to the student and family.

The comprehensive student support system will focus on the strength of the student and the student's family, and create a single system of educational and other support programs and services that are student-, family-, and community- based.

The comprehensive student support system allows for the integration of:

- (1) Personal efforts by teachers and students to support each other within the school support groups, including the support of parents and counselors where needed;
- (2) Educational initiatives such as alternative education, success compact, school-to-work opportunities, high schools that work, after-school instructional program, and the middle school concept; and
- (3) Health initiatives such as early intervention and prevention care coordination, coordinated service planning, nomination, screening, and evaluation, staff training, service array, and service testing.

The integration shall work to build a comprehensive and seamless educational and student support system from pre-kindergarten through high school.

## **Student Support Array**

A student's social, personal, or academic problems shall be initially addressed through the school support group structure that involves interaction between student and student, student and adult, or adult and adults. Teachers, family, and other persons closely associated with a student may be the first to begin the dialogue if the student has needs that can be addressed in the classroom or home.

Through dialogue within the school support group or with parents, or both, the teacher shall implement classroom accommodations or direct assistance shall be provided to address students' needs. Other teachers and school staff shall also provide support and guidance to assist families and students. These activities shall be carried out in an informal, supportive manner.

School programs shall be designed to provide services for specific groups of students. Parents and families, teachers, and other school personnel shall meet as the student's support team to discuss program goals that best fit the individual student's needs. Regular program evaluations shall be used to keep the regular teacher and parents involved.

When a student's needs require specialized assessment or assistance, a request shall be submitted to the school's student support team. One of the identified members of the team shall serve as the coordinator who will organize and assemble a student support team. A formal problem solving session shall be held and a plan developed. Members of this student support team may include teachers, counselors, school psychologists, school social workers, parents, and other persons knowledgeable about the student or programs and services. One or more members may assist in carrying out the plan. For the purposes of this section, the "student support team" refers to the faculty members comprising a school support group. The "student support team" does not include persons who are only physically located at a school to facilitate the provision of services to the school complex.

When the needs of the student and family require intensive and multiple supports from various agencies, the student support team shall develop a coordinated service plan. A coordinated service plan shall also be developed when two or more agencies or organizations are involved equally in the service delivery. A care coordinator shall be identified to coordinate and integrate the services.

The comprehensive student support system shall recognize and respond to the changing needs of students, and shall lend itself to meet the needs of all students to promote success for each students, every time.

## **Mission and Goals**

The mission of the comprehensive student support system shall be to provide all students with a support system so they can be productive and responsible citizens.

The goals of the comprehensive student support system shall be to:

- (1) Involve families, fellow students, educators, and community members as integral partners in the creation of a supportive, respectful, learning environment at each school;
- (2) Provide students with comprehensive, coordinated, integrated, and customized supports that are accessible, timely, and strength-based so they can achieve in school; and
- (3) Integrate the human and financial resources of relevant public and private agencies to create caring communities at each school.

### **Classroom Instruction Component**

“Classroom instruction” includes education initiatives and programs directed to all students such as school-to-work opportunities, high schools that work, after-school instructional program, and general counseling and guidance activities.

Classroom instruction shall emphasize literacy development through hands-on, contextual learning that recognizes diversity in student needs, and shall be provided through coordinated and integrated instructional programs and services that are articulated among teachers in all grade levels in the school.

Classroom instruction shall be guided by the Michigan Curriculum Framework, assessed by the Michigan Education Assessment System (MEAS) and district curriculum-based assessments, and guided by teachers and other service providers who clearly exhibit caring and concern towards students. The ultimate outcome of classroom instruction shall be students who can read, compute, think, communicate, and relate.

Students shall learn from each other and build a community of learners who care about each other. All schools shall incorporate the teaming of teachers with students into groups that result in a greater caring environment in a more personalized group setting. Every student shall belong to a group of teachers and students who care about them. These groups shall be the first to respond to students in need of support.

### **Management Component**

Management functions, for example, planning, budgeting, staffing, directing, coordinating, monitoring, evaluating, and reporting, shall organize the instructional and student support components to maximize the use of limited resources. The comprehensive student support system management component shall be consistent with and complement school/community-based management. The management of resources and services shall be integrated and collaborative at the School and Local Education Agency (LEA) level.

## **Classroom, School, Family, and Community Settings**

In a comprehensive student support system, teachers work with students to provide Informal assistance as needed. Other caring adults in the school are available to work together and provide support and assistance to students, parents, and teachers. The student support team shall convene when a student requires support for more complex needs. Family strengths, resources, and knowledge shall be an integral part of a student support team. Resources with expertise in various areas of child development shall be included in providing services that enhance the quality of customized services when needed.

### **Student Support Team**

The “student support team” may include the student, family, extended family, close family friends, school, and other related professionals and agency personnel who are knowledgeable about the student or appropriate teaching methods, and programs and services and their referral processes. “Student support team” includes the parent and family at the outset of the planning stage and throughout the delivery of support.

If community programs and services become necessary to address complex needs that are not being met by existing supports within the school, then professionals with specific expertise who are not located at the school shall be contacted by a designated student support team member, and may become additional members of the student support team.

A student support team’s general responsibilities shall include functions such as assessing student and family strengths and needs, identifying appropriate services, determining service and program eligibility, and referring to or providing services, or both. A student support team shall have the authority and resources to carry out decisions and follow-up with actions. The responsibilities of the student support team shall be determined by the issues involved and the supports and services needed.

Each profession or agency involved shall adhere to its particular ethical responsibilities. These responsibilities shall include:

- (1) The ability to work as members of a team;
- (2) Actively listen;
- (3) Develop creative solutions, enhance informal supports;
- (4) Arrive at a mutually acceptable plan; and
- (5) Integrate and include the family’s views, input, and cultural beliefs into the decision-making process and plan itself.

Student support teams may focus on the following activities:

- (1) Working with the classroom teacher to plan specific school-based interventions related to specific behavior or learning needs, or both;



- (2) Participating in strength-based assessment activities to determine appropriate referrals and eligibility for programs and services;
- (3) Ensuring that preventive and developmental, as well as intervention and corrective, services are tailored to the needs of the student and family, and provided in a timely manner
- (4) Facilitating the development of a coordinated service plan for students who require support from two or more agencies. The service plan shall incorporate other plans such as the Individualized Education Plan, Behavior Intervention Plan, Individual Family Service plan, Transition Plan and Treatment plan. A designated care coordinator shall monitor the coordination and integration of multi-agency services and programs, delivery of services, and evaluation of supports; and
- (5) Including parents and families in building a community support network with appropriate agencies, organizations, and service providers.

### **School Level Implementation**

School-communities may implement the comprehensive student support system differently in their communities provided that, at a minimum, the school-communities shall establish both school support group(s) and student support team(s) in which all students are cared for. All school-communities shall design and carry out their own unique action plans that identify items critical to the implementation of the comprehensive student support system at the school level using the comprehensive student support system Guidelines and Standards to guide them. The local action plan (or LEA policy) may include:

- (1) Information about school level guidelines, activities, procedures, tools, and outcomes related to having the comprehensive student support system in place;
- (2) Roles of the school support group and student support team;
- (3) Roles of the school level School Improvement Planning committee;
- (4) Partnerships and collaboration;
- (5) Training;
- (6) Identification, assessment, referral, screening, and monitoring of students;
- (7) Data collection; and
- (8) Evaluation.

If there are existing action plans, projects, or initiatives that similarly address the comprehensive student support system goals, then the cadre of planners or School Improvement Planning committee shall coordinate and integrate efforts to fill in the gaps and prevent duplication. The action plan shall be aligned with the school's School Improvement Plan.

## **LEA Level Implementation**

The comprehensive student support system shall be supported at the district (LEA) level. A district/LEA leader shall provide staff support, technical assistance, and training to school-communities in the planning and implementation of comprehensive student support system priorities and activities.

## **State Level Implementation**

The Michigan Department of Education shall facilitate the process of bringing other state agencies, community organizations, and parent groups together with the department and allow line staff to work collaboratively in partnerships at the school, LEA, and Intermediate School District levels. Furthermore, the MDE shall provide on-going professional development and training that are especially crucial in this collaborative effort and shall facilitate the procurement of needed programs and services currently unavailable or inaccessible at school sites.

## **Evaluation**

The comprehensive student support system shall be evaluated on an ongoing basis through school and LEA School Improvement Planning processes to improve the further development and implementation of the system, satisfy routine accountability needs and guide future replication and expansion of student support.

Successful program development and implementation shall result in improved prevention and early intervention support, coordinated services made possible through cross-discipline, cross-agency teams with a problem-solving, collaborating orientation, promotion of pro-social skills, increased family involvement in collaborative planning to meet the needs of students, development of the schools' capacity to assess and monitor progress on the program's objectives (through the use of specially developed educational indicators), and successful long and short-term planning integrated with school improvement plans.

## **Expected Outcomes**

The outcomes expected of the comprehensive student support system are:

- (1) Increased attendance;
- (2) Improved grades;
- (3) Improved student performance, as measured by established content and performance standards;
- (4) A substantial increase in parental participation; and
- (5) At the secondary level, increased participation in extracurricular activities.

# Student Support System Guidelines / Standards

## Introduction and Rationale

School-reform across the country is “standards-based” and accountability driven (with the dominant emphasis on improving academic performance as measured by achievement test scores). Given these realities, efforts to reform student support in ways that move it from its current marginalized and fragmented status must delineate a set of standards and integrate them with instructional standards. And, to whatever degree is feasible, efforts must be made to expand the accountability framework, including School Improvement Planning, so that it supports the ongoing development of comprehensive, multifaceted approaches to addressing barriers and promoting healthy development of all students.

Establishing *standards* is another facet of ensuring high levels of attention and support for development of comprehensive, multifaceted approaches to address barriers to student learning. Standards must be thoroughly incorporated in every LEA School Improvement Plan. This is a necessary step toward making the commitment visible at every school, and it establishes the framework for ensuring relevant accountability.

## Guidelines for a Student Support System

- 1. Major Areas of Concern Related to Barriers to Student Learning**
  - 1.1 Addressing common educational and psychosocial problems (e.g., learning problems; language difficulties; attention problems; school adjustment and other life transition problems; attendance problems and dropouts; social, interpersonal, and familial problems; conduct and behavior problems; delinquency and gang-related problems; anxiety problems; affect and mood problems; sexual and/or physical abuse; neglect; substance abuse; psychological reactions to physical status and sexual activity; physical health problems)
  - 1.2 Countering external stressors (e.g., reactions to objective or perceived stress/demands/crises/deficits at home, school, and in the neighborhood; inadequate basic resources such as food, clothing, and a sense of security; inadequate support systems; hostile and violent conditions)
  - 1.3 Teaching, serving, and accommodating disorders/disabilities (e.g., Reading Difficulties; Attention Deficit Hyperactivity Disorder; School Phobia; Conduct Disorder; Depression; Suicidal or Homicidal Ideation and Behavior; Post Traumatic Stress Disorder; Anorexia and Bulimia; special education designated disabilities such as Emotional Impairment and Cognitive Disabilities)

## **2. Timing and Nature of Problem-Oriented Interventions**

- 2.1 Primary prevention
- 2.2 Early Intervention with onset of problems
- 2.3 Interventions for severe, pervasive, and/or chronic problems

## **3. General Domains for Intervention in Addressing Students' Needs and Problems**

- 3.1 Ensuring academic success and also promoting healthy cognitive, social, emotional, and physical development and resilience (including promoting opportunities to enhance school performance and protective factors; fostering development of assets and general wellness; enhancing responsibility and integrity; self-efficacy; social and working relationships; self-evaluation and self-direction; personal safety and safe behavior; health maintenance; effective physical functioning; careers and life roles; creativity)
- 3.2 Addressing external and internal barriers to student learning and performance
- 3.3 Providing social/emotional support for students, families, and staff

## **4. Specialized Student and Family Assistance (Individual and Group)**

- 4.1 Assessment for initial (first level) screening of problems, as well as for diagnosis and intervention planning (including a focus on needs and assets)
- 4.2 Referral, triage, and monitoring/management of care
- 4.3 Direct services and instruction (e.g., primary prevention programs, including enhancement of wellness through instruction, skills development, guidance counseling, advocacy, school-wide programs to foster safe and caring climates, and liaison connections between school and home; crisis intervention and assistance, including psychological and physical first-aid; interventions; accommodations to allow for differences and disabilities; transition and follow-up programs; short- and longer- term treatment, remediation, and rehabilitation).
- 4.4 Coordination, development, and leadership related to school-owned programs, services, resources, and systems--toward evolving a comprehensive, multifaceted, and integrated continuum of programs and services.
- 4.5 Consultation, supervision, and inservice instruction with a transdisciplinary focus
- 4.6 Enhancing connections with and involvement of home and community resources (including but not limited to community agencies)

## **5. Assuring Quality of Intervention**

- 5.1 Systems and interventions are monitored and improved as necessary
- 5.2 Programs and services constitute a comprehensive, multifaceted continuum
- 5.3 Interveners have appropriate knowledge and skills for their roles and functions and provide guidance for continuing professional development
- 5.4 School-owned programs and services are coordinated and integrated
- 5.5 School-owned programs and services are connected to home & community resources
- 5.6 Programs and services are integrated with instructional and governance/management components at schools
- 5.7 Program/services are available, accessible, and attractive
- 5.8 Empirically-supported interventions are used when applicable
- 5.9 Differences among students/families are appropriately accounted for (e.g., diversity, disability, developmental levels, motivational levels, strengths, weaknesses)
- 5.10 Legal considerations are appropriately accounted for (e.g., mandated services; mandated reporting and its consequences)
- 5.11 Ethical issues are appropriately accounted for (e.g., privacy & confidentiality; coercion)
- 5.12 Contexts for intervention are appropriate (e.g., office; clinic; classroom; home)

## **6. Outcome Evaluation and Accountability**

- 6.1 Short-term outcome data
- 6.2 Long-term outcome data
- 6.3 Reporting to key stakeholders and using outcome data to enhance intervention quality

## Standards for a Student Support System

A Student Support System is an essential component of a comprehensive school design and governance structure. This component is intended to enable *all* students to benefit from instruction and achieve high and challenging academic standards. This is accomplished by providing a comprehensive, multifaceted, and integrated continuum of support programs and services at every school. The district is committed to supporting and guiding capacity building to develop and sustain such a comprehensive approach in keeping with these standards.

All personnel in the district and other stakeholders should use the standards to guide development of such a component as an essential facet of school improvement efforts. In particular, the standards should guide decisions about direction and priorities for redesigning the infrastructure, resource allocation, redefining personnel roles and functions, stakeholder development, and specifying accountability indicators and criteria.

The following are 5 major standards for an effective Enabling or Learner Support component:

**Standard 1:** *The Student Support System component encompasses an evolving range of research-based programs and services designed to enable student learning and well-being by addressing barriers to learning and promoting healthy development.*

**Standard 2:** *The Student Support System component is developed, coordinated, and fully integrated with all other facets of each school's comprehensive school improvement plan.*

**Standard 3:** *The Student Support System component draws on all relevant resources at a school, district-wide, and in the home and community to ensure sufficient resources are mobilized for capacity building, implementation, filling gaps, and enhancing essential programs and services to enable student learning and well-being and strengthen families and neighborhoods.*

**Standard 4:** *Student learning supports are applied in ways that promote use of the least restrictive environment and non-intrusive forms of intervention required to address problems and accommodate diversity.*

**Standard 5:** *The Student Support System component is evaluated with respect to increased student achievement and as a part of school improvement planning efforts*

Meeting these standards is a shared responsibility. District and school leaders, staff, and all other concerned stakeholders work together to identify learning support needs and how best to meet them. The district and schools provide necessary resources, implement

policies and practices to encourage and support appropriate interventions, and continuously evaluate the quality and impact of the Student Support System Component.

## **Quality Indicators for Each Standard**

**Standard 1** encompasses a guideline emphasizing the necessity of having a full continuum of programs and services in order to ensure all students have an equal opportunity for success at school. Included are programs designed to promote and maintain safety, programs to promote and maintain physical and mental health, school readiness and early school-adjustment services, expansion of social and academic supports, interventions prior to referral for special services, and provisions to meet specialty needs.

### **Quality Indicators for Standard 1:**

- 1.1 All programs and services implemented are based on researched based best practices for addressing barriers to learning and promoting positive development.
- 1.2 The continuum of programs and services ranges from prevention and early-age intervention--through responding to problems soon after onset--to partnerships with the home and other agencies in meeting the special needs of those with severe, pervasive, or chronic problems.
- 1.3 Routine procedures are in place to review the progress of the component's development and the fidelity of its implementation.

**Standard 2** encompasses a guideline that programs and services should evolve within a framework of delineated areas of activity (e.g., 5 or 6 major areas) that reflect basic functions schools must carry out in addressing barriers to student learning and promoting healthy development. A second guideline stresses that a school-based lead staff member and team should be in place to coordinate development of these areas at each school and ensure that all activities are implemented in an interdisciplinary well coordinated manner which ensures full integration into the instructional and management plan.

### **Quality Indicators for Standard 2:**

- 2.1 All programs/services are established with a delineated framework of areas of activity that reflect basic functions a school must have in place for addressing barriers to learning and promoting healthy development.
- 2.2 At the school level, a resource-oriented function is an aspect of the school's and LEA's governance infrastructure with responsibility for ensuring resources are deployed appropriately and used in a coordinated way. In addition, a team is facilitating (a) capacity building, (b) development, implementation, and evaluation of activity, and (c) full integration with all facets of the instructional and governance/management components.

2.3 Routine procedures are in place to ensure all activities are implemented in a manner that coordinates them with each other and integrates them fully into the instructional and governance / management components.

2.4 Ongoing professional development is (a) provided for all personnel implementing any aspect of the Student Support System Component and (b) is developed and implemented in ways that are consistent with the district's Professional Development Standards and outlined in a school's or LEA's improvement plan.

**Standard 3** encompasses a guideline underscoring that necessary resources must be generated by redeploying current allocations and building collaborations that weave together, in common purpose, families of schools, centralized district assets, and various community entities.

**Quality Indicators for Standard 3:**

3.1 Each school/LEA has mapped and analyzed the resources it allocates for learner support activity and routinely updates its mapping and analysis.

3.2 All school resources for learner supports are allocated and redeployed based on careful analysis of cost-effectiveness and funding regulation options.

3.3 Collaborative arrangements for each LEA are in place to (a) enhance effectiveness of learner supports and (b) achieve economics of scale.

3.4 Centralized district assets are allocated in ways that directly aid capacity building and effective implementation of learner support programs and services at school sites and by families of schools.

3.5 Collaborative arrangements are in place with a variety of community entities to (a) fill gaps in the Student Support System Component, (b) enhance effectiveness, and (c) achieve economics of scale.

**Standard 4** encompasses guidelines highlighting that enabling or learner support activity should be applied in all instances where there is need and should be implemented in ways that ensure needs are addressed appropriately, with as little disruption as feasible of a student's normal involvement at school.

**Quality Indicators for Standard 4:**

4.1 Procedures are in routine use for gathering and reviewing information on the need for specific types of student support activities and for establishing priorities for developing/implementing such activity.



4.2 Whenever a need is identified, learner support is implemented in ways that ensure needs are addressed appropriately and with as little disruption as feasible of a student's normal involvement at school.

4.3 School/LEA school improvement procedures are in routine use for gathering and reviewing data on how well needs are met; such data are used to inform decisions about capacity building, including infrastructure changes and personnel development.

**Standard 5** encompasses a guideline for accountability that emphasizes a focus on the progress of students with respect to the direct enabling outcomes each program and service is designed to accomplish, as well as by enhanced academic achievement.

**Quality Indicators for Standard 5:**

5.1 Accountability for the student support activity focuses on the progress of students at a school site with respect to both the direct outcomes a program/service is designed to accomplish (measures of effectiveness in addressing barriers, such as increased attendance, reduced tardiness, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child and schooling, fewer referrals for specialized assistance, fewer referrals for special education, fewer pregnancies, fewer suspensions, and dropouts), as well as academic achievement.

5.2 All data are disaggregated to clarify impact as related to critical subgroup differences (e.g., pervasiveness, severity, and the chronic nature of identified problems).

5.3 All data gathered on student support activity are reviewed as a basis for decisions about how to enhance and renew the Student Support System Component.

## Glossary

### Alignment

The process of creating a logical relationship between the components of a system and its efforts leading to achieving desired results, e.g., alignment of actions, resources, and policies with the results desired for Iowa's children and youth.

### Barriers to Learning and Teaching

Those factors or conditions that interfere with a student's ability to access what a teacher is prepared to teach on any given day. Barriers to learning may be internal to the student, such as learning or behavior problems, or external factors that create conditions that interfere with learning – poverty, poor classroom or school culture/climate, short-term personal or family crises, conflicts in cultures, mobility, etc.

### Collaboration

The direct interaction between two or more parties voluntarily engaged in a co-equal relationship that involves shared decision-making, sharing resources and sharing accountability, as they work toward common results.

### Function

The normal or proper activity of a person, institution, or thing; the specific duties of a person, esp. in a professional or an official capacity.

### Guiding Principles

The set of principles that served as the foundation for the development of the concepts and prototype for Learning Supports presented in this paper. These ideas focused the attention of the Design Team and contributing individuals on what was important; provided clarity and direction; underscored the shared responsibility for student performance and success; and served as a framework for decision-making.

### Healthy Development

The orderly and predicted changes in the physical, social-emotional, and cognitive functioning of children and youth that occur.

### Infrastructure

The finances, personnel, time, space, equipment, and other essential resources that are allocated, organized, and used for the delivery of learning supports to students. The infrastructure is the structural foundation for learning supports that ensures system change, institutionalization, sustainability, and ongoing capacity building for systems of learning supports.

### Indicator

A measure which helps quantify the achievement of a result.

## Intervention Framework

A six-area framework that provides a unifying umbrella for the research-based supports for learning and that guides the reframing and restructuring of the daily work of all who provide these learning supports.

## Learning Supports

The wide range of strategies, programs, services, and practices that are implemented to create conditions and environments that promote student learning. Learning supports may promote healthy development for all students, prevent problems for students at risk, serve as interventions early after the onset of problems, or address the complex, intensive needs of some students. In schools, teachers, administrators, pupil service personnel, special education personnel, and other staff may provide learning supports. Provision of learning supports, however, is not limited to school personnel. Families and communities also have critical contributions to make to the successful learning of all children and youth.

## Operational Mechanism

The structures into which learning supports personnel are organized in order to oversee and make decisions about the efficient, effective deployment of learning supports resources. These mechanisms create the human infrastructure for systems of learning supports. Examples are resource management teams/councils, change agent teams, etc.

## Outcomes

Measures of the effects/changes produced by an agency's programs or services on the persons they are intended to serve or on the environment or infrastructure and that reflect the purpose of that program or service.

## Professional Development

Processes and practices that meet organizational and/or individual needs, are sustained over the long-term, are collaborative, differentiated, and are tied to organizational goals. The content of quality professional development is based on research and best practice and is intended to have a positive and lasting impact on participants and their work.

## Results

Conditions of well being expressed as broad statements that are desired by Iowans for the state's entire population of children and youth and the families, schools, and communities of which they are members. Examples are children and youth are healthy, socially competent, and successful in school, and in safe and supportive schools, families and communities. Results are attained only when multiple systems contribute to them.

## Results Oriented

The focusing of actions, policies, and practices on the achievement of an identified set of results.

## Social Marketing

The application of marketing principles to a social issue (e.g., all students succeeding in school) in order to increase the acceptability of a social idea, cause, or practice (e.g., Learning Supports) among a target group (e.g., schools, families, and communities). The ultimate goal is to motivate people to voluntarily change their behavior and to create the conditions that will facilitate the behavioral change(s).

## System

A system is an interconnected whole that “moves and breathes” as one organism. In a system, everything is connected to everything else. Because of the interconnections between the organization’s subsystems, any changes to any part of the overall system have a ripple effect on the other parts. That is, what happens in one part of the organization affects the other parts, or subsystems, of the organization. Learning supports systems have set of interrelated components that can produce effects impossible for any one of them to produce independently. In practical terms, “system” approaches demand that all the parts are of quality and that they work together effectively toward a common set of results.

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