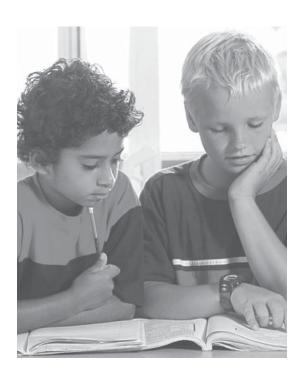
Fulfilling the Promise for Student Success

Select and Tailor Strategies

As educators design their learning supports systems, they can organize both academic and behavioral programs, services and strategies into three categories:

- Promotion and prevention universal programs and services for everyone;
- Early intervention selective programs and services for specific populations with identifiable needs and risk factors;
- Intensive intervention cross-system programs and services for selected children with multiple, co-occurring issues (e.g., school problems, health or mental health needs, juvenile delinquency).



Align a CSLS with School Improvement Plans

When school leaders conduct school improvement planning using the Comprehensive Continuous Improvement Plan as well as the CSLS, they can mark their developmental progression by highlighting key milestones in every phase of the planning process. These key steps – such as establishing a school-community learning supports planning team or conducting professional development about the learning supports system – are tailored to local needs and capacities. Consistent with CCIP formats, the five continuous phases of planning are:

- 1. Getting ready;
- 2. Identifying needs;
- 3. Developing a focused plan;
- 4. Implementing the focused plan;
- 5. Monitoring the focused plan.

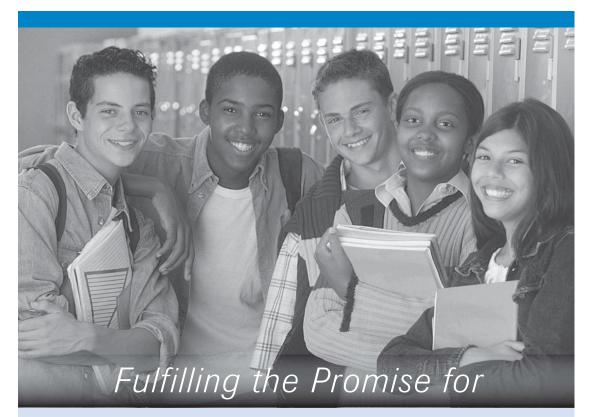
Monitoring progress throughout these phases helps leaders know that they are headed in the right direction.

For more information

Find the complete Comprehensive System of Learning Supports Guidelines at: http://www.ode.state.oh.us, keyword search: learning supports guidelines.

For more assistance in establishing milestones and developing a CSLS, please contact:

Ohio Department of Education Office of Family and Community Support 25 South Front Street, Mail Stop 615 Columbus, OH 43215 (614) 644-6830



Student Success

A Comprehensive System of Learning Supports

Each day, educators strive to fulfill the goal that every student will graduate and have the knowledge and skills to succeed in life.

To achieve this, school leaders need a learning supports system within their ongoing school improvement planning to address the distinctive needs of their students.

A learning supports system acknowledges that all students, even the most resilient, need help at times to perform well in school. Whether the needs are academic or nonacademic, such a system builds upon community and school resources to provide students and families with essential supports and services.





A CSLS Benefits Schools and Students

In Ohio, state law requires schools to identify students who may not pass the Ohio Achievement or Graduation Tests and to help them acquire grade-level skills by providing necessary interventions. To help schools implement this requirement, the Ohio Department of Education (ODE) developed the Comprehensive System of Learning Supports (CSLS) Guidelines. Adopted by the State Board of Education in 2007, the CSLS guidelines help schools and districts:

- Increase academic performance for all students by designing systems that identify early on any issue that interferes with a child's ability to learn;
- Help all children, from nonproficient to accelerated students, meet their potential;
- Fulfill public funding requirements for planning, student diagnostic assessments, data collection and evaluation.

With the learning supports guidelines as a centerpiece in Comprehensive, Continuous Improvement Plans (CCIPs), schools and districts are better equipped to get the conditions right for learning. As a result, students, educators, families and communities will reap multiple benefits for years to come.

What Is a Learning Supports System?

A CSLS refers to the collection of resources, strategies and practices — as well as environmental and cultural factors extending beyond the classroom — that together provide the physical, cognitive, social and emotional support that every student needs to succeed in school and in life (State of California, SB 288; Adelman and Taylor, 2006; Ohio Department of Education [ODE] CSLS Guidelines, 2007).

This system, presented in Figure 1, is comprehensive because it encompasses school, community and family resources, programs, services and strategies. Tailored to fit the characteristics of local schools and districts, a CSLS system focuses on five improvement priorities:

- Assessing children's individual characteristics as well as the risk and protective factors at school and in students' family, school and community settings;
- Selecting appropriate intervention strategies (ranging from prevention to early or intensive intervention);
- Providing experiences that encourage young people to make positives choices and become responsible, caring adults;
- Looking beyond the school to establish a system of care that offers resources, programs and services for children and their families; and
- Incorporating fiscal, human resources, accountability and instructional considerations into the process of providing resources and strategies best tailored for children's needs.

A Comprehensive System of Learning Supports (CSLS) Guidelines Assessment Conduct Child **Family Risk Factors Protective Factors** Student's Individual Characteristics Student's Individual Characteristics · Antisocial behavior; High Level of: School · Low need for achievement; · Prosocial behavior; High level of risky behaviors; · Need for achievement: · Low expectations for performance. · Healthy behaviors; · Expectations for performance. **Environmental Influences** · Negative school and community climate; **Environmental Influences** Negative, or absence of relationships Positive: Community with, caring adults; · School and community climate; · Expectations for adhering to · Relationships with caring adults; antisocial norms: Expectations for adhering to · Family, community and school that Instruction social norms; are unsafe and nonsupportive. · Family, community and school Student that are safe and supportive. **Accountability** Support Strategie Human **Fiscal** Resources elect Right **Early Intervention** Promotion and Prevention Intensive Intervention Evaluate Impact