**Systemic Student Support Academy**

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| Whole Child, Every Child *Integrate a system of student support. Be an engine of opportunity for all.* |

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| **Academy Provider(s):** | * [**Rennie Center for Education Research & Policy**](https://www.renniecenter.org/initiatives/systemic-student-support-s3-academy)
* Boston College’s [**Center for Thriving Children**](https://www.bc.edu/content/bc-web/schools/lynch-school/sites/ctc/continuing-education.html) (within the Lynch School of Education and Human Development)
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| **What is Systemic Support?** Five Key Concepts:  | * *Support is* **Holistic***, with assessments of students’ strengths and needs incorporating multiple domains of development (academic, social-emotional-behavioral, health, family, college and career)*
* **Individual Plans** *are developed for each unique student based on their strengths and needs*
* *Staff will connect students with* **Community/School Resources***, services or interventions based on their interests, strengths and needs.*
* *Student support is* **Data Driven,** *systematic and continuous. Plans are reviewed throughout the year.*
* **Teacher, Family and Student Voice** *is essential to equitable student support. Communication, follow up, and collaboration all go into creating a high-quality individualized student plan.*
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| **Overarching Goal of Academy** | S3 Academy teams will develop the skills, knowledge, and internal capacity necessary to provide **holistic student support** for all students. By participating in the academy, teams will build upon their existing systems to integrate practices which support the holistic development of each child, getting students what they need when they need it. The Academy will support educators to confidently identify and implement practices, build internal staff capacity, and engage with teachers, families, students and community partners.  |
| **Theory of Change:*** What systems will change and how?
* What are the main drivers of change?
* How will the participating individuals translate/disseminate what they have learned with the full school/district?
 | Research from Boston College’s Center for Thriving Children shows evidence that when schools address the individual and holistic needs of each and every child through a systemic student support model, student outcomes are positively affected. Research further shows that taking a whole child, every child approach to student support leads to:* Increased grades and tests scores
* Increased student attendance
* Decreased drop out rate
* Improved school climate and culture
* Improved student-teachers-family relationships

***What system are we changing?*** We partner with schools to reimagine student support to focus on the holistic development of every child. A strengths-based, preventative approach to student support will become part of the foundational structure of each participating school, ensuring that every child receives the support they need at the time they need it.***How do we do this?**** Starting with a pilot group of the school’s choosing, we support your school to examine and fortify your school’s student support processes, shifting to a proactive model.
* Build upon existing structures to review student data, discuss strengths and needs for all students, and connect them with resources.
* Create an individual plan for each student’s success based upon a holistic review of their strengths and needs.
* Place equity at the center of student support practices. Ensure teams make student support decisions that affirm each child’s cultural and linguistic identity.
* Organize resources, interventions, and enrichments in order to connect students to the support they need at the time they need it.
* Continuously analyze data from individualized plans to inform decisions that impact a school wide practice of integrated student supports.
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| **Key Academy Activities/Resources/Supports:** | The academy structure is broken into cohort-specific content sessions and school-specific technical assistance sessions. Through the coaching model, each school will have individualized support that matches their needs and context. Each participating team will have the opportunity to connect with other schools/districts as they build and strengthen their practices. By joining the Academy, you will commit to:YEAR 1:* Info sessions with District Leadership that apply for the Academy
* School principal participation in an initial intake interview
* Six (6) 90-minute network content sessions
	+ Session 1: The “why” behind whole child, every child student support
	+ Session 2: “Trying on” whole child review process
	+ Session 3: Staffing and structures for proactive student support
	+ Session 4: School- and community-based resources
	+ Session 5: Building a culture of whole child support
	+ Session 6: End of year review: scaling and sustaining
* Up to 20 hours of individual technical assistance with an Academy coach *(includes a mixture of virtual and in person coaching sessions, school site-visits, informal meetings, and planning with the team for TA/Content sessions. This equates to approximately monthly touchpoints for 8 months)*

YEAR 2: * Principal and district admin meeting to share the roadmap and action plan for the year
* Four (4) 90-minute network content sessions
	+ *Session 1: Deepening of whole child support through an equity lens*
	+ *Session 2: Students needing intensive support- SST/MTSS/RTI*
	+ *Session 3: Analyzing data to inform system change*
	+ *Session 4: Scaling and sustaining: transition planning for student support plans*
* Up to 10 hours of individual technical assistance with an Academy coach *(includes a mixture of virtual coaching sessions, school site-visits, staff training on S3 for scaling, and meeting observations)*

YEAR 3: * Principal and district admin meeting to share the roadmap and action plan for the year
* Three (3) 90-minute network content sessions
	+ *Session 1: B.O.Y Kick off*
	+ *Session 2: Attend 1st year Content Session to share experience and learning in the S3 Academy*
	+ *Session 3: E.O.Y- “Graduation”*
* Up to 10 hours of individual technical assistance with an Academy coach *(includes a mixture of virtual coaching sessions, school site-visits, presentation to whole staff on S3 for scaling, observations of Student Support Teams or Whole Child Review meetings, debrief and feedback)*

With the recent influx of state and federal funding for schools, some districts are investing in increased student support personnel and have expressed a need for support in leveraging new staff to advance student support priorities. For districts seeking to adopt a prescribed, evidence-based model, we can support you in assessing whether [City Connects](https://www.bc.edu/bc-web/schools/lynch-school/sites/cityconnects.html) is a good fit. Schools/districts that decide to go this route should be aware that it necessitates extra personnel and funding to implement. Decisions about whether to participate in the traditional S3 Academy model or adopt City Connects do not need to be made during the application process, but will be discussed during the initial conversation with Academy facilitators. |
| **Key Audience/Team Composition:**School vs district; expected composition of the attending team(s)  | The S3 Academy is designed to support school-based teams. Schools/districts of any size, location, or general demographics are invited to participate. Each participating school team should include the following members:* A school administrator or designee with decision-making authority
* A student support-related staff member (e.g. school counselor, school social worker, school adjustment counselor etc.)
* Teacher(s) to pilot the work
* District-level administrator to support shared learning across schools

You may apply on behalf of a district that plans to include multiple schools or as an individual school team. Each school that joins the academy must have their own team lead e.g. principal or other school administrator with decision-making authority. At various points throughout the Academy, it will be important to engage other school community members such as families and students in the implementation process.  |
| **Impact on Equity:** In what ways should the Academy create more equitable experiences and outcomes for students? What are the levers for making this happen? | At the heart of the S3 Academy is the individual child, and understanding and supporting the **whole child**. Systemic student support recognizes that each child is unique and that their developmental trajectories are not static. In order to authentically understand and support the whole child, we must recognize that race, culture, identity and history cannot be detached from any part of a child’s development. Through the work of the S3 Academy, we are pushing for systemic change in the ways in which the field talks about and supports students. We encourage these shifts by:* Centering culture and identity as assets to a child and their learning
* Countering deficit thinking and stereotyping of students
* Address opportunity gaps through holistic support of every child, not just some
* Creating student support systems that are proactive rather than reactive
* Collecting comprehensive data on each student to allow for an ecological review/audit on school(s)/district practice to ensure we are addressing equity and inclusion at all levels of our education system.

*We as an academy remain committed to examining our own biases and context to ensure that our approach is advancing a just and equitable system for all students.* |

The S3 Academy recognizes that schools and districts are at different places in the coordination of their student support services and that each school and district has different contexts and needs. Therefore, our Academy prioritizes individualizing support based on where schools are at and their given context. The checklist below showcases the main elements of a high quality, coordinated system of student support that reaches every child in the school. Throughout participation in the Academy, teams will strive towards implementing these elements at their own speed.

**Checklist for High Quality Systems of Student Support:**

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| **Year 1: Learn & Plan** | **Year 2: Test & Implement** | **Year 3: Scale & Sustain** |
| * School administrators create a culture that supports implementation of integrated student support practices, uses data to assess student growth, and fosters deep collaboration with families, teachers and community partners.
* School administrator identifies a teacher, administrator or student support staff member to lead the pilot implementation.
* School staff develop a depth of knowledge about integrated student support practices and understand the core components:
	+ Holistic approach
	+ Individualization for each student
	+ Connections to school & community resources
	+ Family, student, and teacher voice
	+ Data-driven approach
* Individual student plans are developed for all students in the pilot group, focusing on each student’s strengths & needs across multiple developmental domains.
* Resources for students include enrichment and intervention opportunities that include school- and community-based programs.
* Coordinate existing services and resources, both school- and community-based, and identify gaps.
* Schools develop or strengthen existing student support systems to ensure that students get what they need, when they need it.
 | * Continue to create and utilize resources for students, including enrichment and intervention opportunities that include school- and community-based programs.
* Expand beyond the pilot group from Year One to a larger group of students (e.g classrooms, grades, whole school)
* Create a follow-up process on each student’s plan. Follow up includes two-way communication with families, teachers and students
* Identify data collection and data storage processes including how to track student data, intervention referrals, and progress monitoring over time.
 | * Expand to have individual student plans developed for ALL students focusing on each student’s strengths & needs across multiple developmental domains.
* Develop means of sustainability school/district-wide so the work of Integrated Students Support continue beyond schools’ time in S3
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