Integrated student support is a strategy for "promoting students' academic success by securing and coordinating supports that target academic and nonacademic barriers to achievement" in order to improve student outcomes.

In od c ion

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INTEGRATED STUDENT SUPPORT IN ACTION

Fifth grader, Maya C.* walked into school crying. She was being bullied on the bus because she was picked up outside a homeless shelter, she explained to Mr. Williams, a school staff member.

In some schools the conversation would stop there: bullies admonished, tears dried, and into the classroom, just another child who is part of a mounting wave of students experiencing homelessness.⁷

But in a growing number of places, Maya's tears activate a web of support. The staff person turns to an on-site coordinator who does daily check ins with Maya, helps her to talk with her teachers, reaches out to her family, and discovers that Maya and her three siblings lost everything and are in need of clothing, shoes, and basic school supplies. The coordinator also learned that the mother not only needs to find stable housing, but is now in an unfamiliar neighborhood and needs to know where to find food, a church, and transportation to her job.

The coordinator, who is the hub of a system of integrated support for children like Maya, will bring together the resources of the school and the resources of agencies and nonprofits across the city to help Maya's family, and keep Maya on track to succeed in school.

The coordinator will do this for each and every child in the school, year-in and year-out, because Maya and her siblings are not alone.

*Name ha e been changed fo hi epo .

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Leading fo Change a he Local Le el

The c en land cape

"The integrated focus on academics, social services
and community
engagement leads
to improved student
learning, stronger
families and healthier
communities.
Teachers can focus
on teaching, knowing
that their students'
other needs are being
met."

S pe in enden Pa I C , A in Independen School Di ic , A in, Te a ⁱ

RECOMMENDATIONS fo Local Leade

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A CITY SUPERINTENDENT TAKES THE LEAD

"If we bring in other community partners, whether it is our community health agencies or our afterschool providers, we begin to see a much more robust system of education that doesn't rely on just one aspect to deliver and be all things to all people but rather we are actually much more successfully delivering a continuum or spectrum of support to the student, his or her family, and to the community."

> Rep e en a i e Sha on Tomiko San o, Wa hing on S a e^{ii}

MORE DETAILS

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Use data generated to respond to demand and evaluate impacts.

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"In order to do this work well and think about integrated student supports for children...we need to understand that schools cannot do it alone. It's pivotal to have the support and the engagement and the commitment from the key leaders in the city that have power to effect a good change on behalf of youth in the city."

Ma ga i a R i , S pe in enden of Salem P blic School , Salem, MA^i

SUMMARY fo Local Leade

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RECOMMENDATIONS fo S a e Leade

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Reduce barriers to resource integration. The matrix $r = a_{II} a_{II}$

summary fo S a e Leade

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Concl ion

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