

## Supplemental Programs in Abbott Schools

In *Abbott V*, the Supreme Court directed implementation of supplemental programs and services in Abbott schools. In some program areas, the Court established a “baseline” as the minimum requirement. In others, the programs are required without a baseline, but the design of the program must be based on need. In still others, the program is not required, but must be implemented and designed as needed.

In all program areas, the Court “stressed the importance of having the particularized needs of these children drive the determination of what programs should be developed,” concluding that the “provision of supplemental programs involving necessary services should not be detached from the actual needs of individual Abbott schools and districts.”

The determination of need must guide school and district plans and budgets in all program areas. Thus, where the Court established a baseline, schools must either provide the baseline or, depending on need, adjust it to provide none, less or more than the baseline, or an alternate design.

	Required Program Areas With Baseline	Objectives	Baseline	Options
1	Full-day kindergarten	(1) to help children at risk become effective learners in first grade (2) to increase the benefits deriving from the half-day program (502)	provide full day kindergarten by September ‘99	none
2	Early reading literacy	(1) to assure that each student reads “at the appropriate level” (495) (2) to prevent children from falling behind and needing remediation. (3) to intervene early and intensively if a student is experiencing difficulty in achievement (554)	(1) 90 minute reading block each day (all schools) (2) regular progress assessment of each student (all schools) (3) instructional facilitator (all schools) (4) reduce 1-3 reading class size to 15 (SFA schools) (5) 20 minutes of daily one-to-one tutoring by a certified teacher for each student in grades 1-3 not reading on grade level (SFA schools) (6) 20 minutes of daily small group tutoring by a certified teacher for students in higher elementary grades not reading on grade (SFA schools)	yes

3	<b>Elementary Parent Involvement</b>	<p>(1) to recruit parents to join parent participation programs and become involved with the schools and their schoolchildren (II, 373)</p> <p>(2) to involve parents in school decision-making (S,14)</p> <p>(3) to foster parenting skills and career development (S, 14)</p> <p>(4) increased parental education to support students' learning at home (556)</p>	<p>(1) parent liaison</p> <p>(2) parent representation in school management</p>	yes
4	<b>Class size Limits</b>	<p>(1) to increase the frequency of student-teacher interactions</p> <p>(2) to reduce distractions</p> <p>(3) to provide more opportunity for assessment, feedback, and reinforcement (560)</p>	<p>(1) preschool: 15</p> <p>(2) K-3: 21</p> <p>(3) 4 and 5: 23</p> <p>(4) 6 and above: 24</p>	none, except if early class size of 15 is needed
5	<b>Elementary Social and Health Referral and Coordination</b>	<p>(1) to use school and community resources to ensure that children come to school every day prepared to learn</p> <p>(2) to provide health, counseling, nutritional, tutorial and other needed services (496)</p> <p>(3) to focus on attendance, coordination of outside services, parent involvement and behavior (556)</p>	family support team comprised of nurse, social worker, counselor, and includes the parent liaison and instructional facilitator	yes

6	<b>Middle and High School Social and Health Referral and Coordination</b>	<p>(1) to provide for significant health and social service needs, including those stemming from poverty, substance abuse, teenage pregnancy and parenthood, inadequate housing, violence and crime</p> <p>(2) to improve student performance, attendance, and dropout rates</p> <p>(3) to reduce teacher time taken out to deal with such problems (509)</p> <p>(4) to ensure that services are actually available and provided quickly</p> <p>(5) to ensure that uninsured students receive needed services. (510)</p> <p>(6) to identify student needs</p> <p>(7) to arrange for community-based providers to furnish essential health and social services (512)</p>	community services coordinator	yes
7	<b>Access to technology</b>	<p>(1) to help students master the basic and advanced skills necessary to reach the CCCS</p> <p>(2) to improve student motivation and learning (514)</p> <p>(3) to ensure that school and classroom libraries have appropriate materials to supplement the curriculum</p> <p>(4) to facilitate the implementation and use of educational technology throughout the school (515)</p> <p>(5) to increase effective use of technology in Abbott classrooms (564)</p>	<p>(1) media specialist</p> <p>(2) technology coordinator</p> <p>(3) a ratio of 1 computer for every 5 students, including peripherals and software</p>	yes
8	<b>Dropout prevention and alternative education</b>	<p>(1) to prevent dropouts</p> <p>(2) to provide more individualized instruction</p> <p>(3) to provide additional supports, such as job counseling</p> <p>(4) to decrease disruption in the regular school</p> <p>(5) to increase achievement</p> <p>(6) to foster positive lifestyles</p> <p>(7) to reduce aggressive behavior (515)</p>	<p>(1) alternative middle and alternative high school program, both high quality</p> <p>(2) dropout prevention specialist</p>	yes

	Required Program Areas With No Baseline	Objectives	Baseline	Options
1	<b>Early math literacy and mastery of other core subjects</b>	<b>(1) to develop student skills in higher-order thinking, problem solving, and discovery (2) to make the entire elementary curriculum relevant and useful (556, 557)</b>	none	yes
2	<b>Professional Development</b>	<b>(1) to provide ongoing, continuous opportunities for practitioners to improve practice (496) (2) to focus on all the core curriculum content standards (496) (3) to provide teachers and administrators with a variety of rich and meaningful learning experiences, based on student need (S,16) (4) to provide regular support and feedback for classroom teachers (S,16)</b>	none	yes
3	<b>Violence prevention and school security</b>	<b>(1) to assure adequate school security (2) to improve the education process (3) to remove a great barrier to learning (514) (4) to address problems of student disruptions and violence (5) to define acceptable student behavior and consequence for unacceptable behavior (564)</b>	none	yes

4	<b>School to work and college transition</b>	<b>1) to increase the basic skills of students to support themselves responsibly</b> <b>(2) to provide access to information about college and employment opportunities</b> <b>(3) to match students with prospective employers</b> <b>(4) to help students become aware of their interests and strengths (570)</b>	none	yes
	If Needed Program Areas	Objectives	Baseline	Options
1	<b>On-site social and health services</b>	<b>(1) to provide an effective and realistic opportunity for these schools to provide on-site services that go beyond mere referral and coordination</b> <b>(2) to provide onsite services if it can be shown that they “either are not available within the surrounding community or cannot effectively and efficiently be provided off site.” 512-513</b>	none	yes
2	<b>Supplemental literacy supports for non-SFA schools</b>	<b>(1) to reduce 1-3 reading class size to 15</b> <b>(2) to provide 20 minutes of daily one-to-one tutoring by a certified teacher for each student in grades 1-3 not reading on grade level</b> <b>(4) to provide 20 minutes of daily small group tutoring by a certified teacher for students in higher elementary grades not reading on grade</b>	none	yes
3	<b>Instructionally-based after school programs</b>	<b>(1) to increase instructional time</b> <b>(2) to provide homework and tutorial assistance</b> <b>(3) to provide computer training</b> <b>(4) to provide recreation opportunities (516)</b> <b>(5) to provide a structured alternative to unsupervised after school hours</b> <b>(6) to provide after school social and health services (587)</b>	none	yes

4	<b>Instructionally-based summer programs</b>	(1) to prevent the summer learning loss of disadvantaged students (2) to provide structure during unsupervised months (3) to provide a summer program of instruction (4) to provide summer recreation (5) to provide summer employment (516)	none	yes
5	<b>Enriched nutrition programs</b>	(1) to provide high quality breakfast and lunch (516-17) (2) to provide high quality snack (3) to fill any gap left by current programs	none	yes
6	<b>“Exemplary” music, art, and special education</b>	to provide exemplary music, art and special education programs beyond those recommended by the Commissioner (518)	none	yes
7	<b>School-based management and budgeting</b>	(1) to fundamentally alter the way decisions are made (2) to establish a team of parents, administrators, and teachers (494) (3) to develop a school based budget (605) (4) to actively involve all stakeholders in planning, budgeting, and governance (5) to increase effectiveness and tenure of school reform (S,14)	none	yes