

Board Policy – Unified and Comprehensive System of Learning Supports*

(Prototype adapted from board policy in several schools)

Rationale:

The Governing Board recognizes that for some of our students, improvements in instruction and curricula are necessary but not sufficient. We recognize that the economic, neighborhood, family, school, peer, and personal circumstances can create barriers to teaching and learning. The Board believes that the role of schools and the district is to promote development of the whole child and ensure equity of opportunity. This includes addressing barriers to learning by creating a unified and comprehensive system of supports, referred to as a *learning supports component*, that is *fully integrated* with other District wide and site level school improvement efforts.

The Governing Board recognizes that school, home, and community resources combined together and developed into a comprehensive system can support development of the whole child, can address barriers to learning and teaching, and re-engage disconnected students. All children, youth, and families members should have equal access to interventions and resources in proportion to their needs. The successful development of such a system is essential to efforts to improve school climate.

With this policy statement, we commit to developing a unified, comprehensive, and systemic *learning supports component* for every school. Such a component joins the instructional and management/governance components as the a third primary and essential facet of school improvement.

Details:

It is the intent of the Board of Education that a *Unified and Comprehensive System of Learning Supports* be fully integrated with other school and district program efforts to improve instruction and maximize the use of resources at individual schools. All interventions are to be tailored to the diversity of students and families in our schools.

Learning supports are defined as the resources, strategies, and practices that provide physical, social, emotional, and intellectual assistance intended to enable all pupils to have an equal opportunity for success at school. To enable effective use of learning supports, school and community resources are unified in a learning supports component and fully integrated with instructional efforts and interventions and professional development. A learning supports component is deployed in classrooms and schoolwide to address barriers to learning and teaching and re-engage disconnected students.

The Superintendent or designee shall establish a leadership group to prepare a District design and strategic plan for developing a *Unified and Comprehensive Learning Supports Component* that facilitates the establishment of such a support system at each school. The design and plan shall clarify administrative leadership and mechanisms at District and school levels and ways for clusters (e.g., feeder patterns) of schools and central office operations to support school site efforts (e.g. helping schools achieve economics of scale and implement practices that effectively improve classroom operations and student learning). The design and plan shall also focus on ways to further promote collaboration with communities at the classroom, school, cluster, and central office levels.

The component design should encompass a continuum of interventions that mesh with community efforts to prevent problems, respond as early as feasible after a problem surfaces, and provide for students with severe and chronic problems. The following content arenas should be considered when establishing the continuum:

(1) *Classroom-interventions.* Teacher professional development and collaboration with other teachers and support staff should enhance the capacity of teachers to personalize instruction, promote healthy development, address problems, engage and re-engage students in classroom learning, and foster social, emotional, intellectual, and behavioral development. Teacher professional development and collaboration includes strategies for better enhancing resilience and addressing learning, behavior, and emotional problems within the context of the classroom. To enhance classroom resources and strategies and professional development, this includes in-classroom collaboration with student support staff and targeted use of volunteers.

(2) *Support for Transitions.* The focus here is on enhancing the capacity of schools to handle transitions for students and families (e.g., transitions throughout the school day, over the school year, newcomers entering school, grade level to grade level, school to school and school to college or work). Interventions might include: welcoming and social support programs for newcomers; school and classroom adjustment programs; before and after school and lunch time programs that enrich learning and provide safe recreation; attendance monitoring and support; programs for vulnerable populations, including, but not limited to, those in homeless education, migrant education, and special education programs and counseling for vocational and college transition.

(3) *Crisis Response and Prevention.* The focus here is on establishing systemic approaches for responding to, and preventing, emergency crises. Interventions might include: the establishment of a crisis team to ensure immediate response, school wide and school-linked prevention programs to enhance safety, reduce violence, bullying, harassment, abuse, and other threats to ensure a supportive and productive learning environment.

(4) *Home Involvement and Engagement with School.* The focus here is on enhancing home involvement through interventions that support family needs and enhance communication and connection between home and school. These may include ways for those in need of health and social services to connect effectively with such supports; family literacy programs; parent education; shared decision making and problem solving affecting the pupil and the school; interventions for reengaging homes that have disengaged from school involvement.

(5) *Community involvement and support.* The focus here is on enhancing limited school resources and filling critical intervention gaps through linkages with a wide range of community resources and agencies such as: health clinics, probation offices, mental health services, libraries, recreational facilities, community artists; volunteers and mentors, and postsecondary education institutions.

(6) *Student and Family Assistance.* After all appropriate efforts have been made to address factors interfering with a student learning and performing at school (including application of Response to Intervention), special assistance for pupils and their families is provided or pursued through referrals that effectively connect those in need with direct services to address barriers to the learning of pupils at school. Interventions might include effective case and resource management, connecting with community service providers, special assistance for teachers in addressing the problems of specific individuals, counseling or special education.

*Research, standards, and quality indicators related to a Unified and Comprehensive System of Learning Supports is available from the national Center for Mental Health in Schools at UCLA. <http://smhp.psych.ucla.edu/> .

Prepared by the national Center for Mental Health in Schools at UCLA.

The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA,

Phone: (310) 825-3634 email: smhp@ucla.edu website: <http://smhp.psych.ucla.edu>

Feel free to share and reproduce this document; no special permission is needed.

Please cite source as the Center for Mental Health in Schools at UCLA

