

From the Center for MH & Student/Learning Supports at UCLA

NEW REPORT -- As COVID-19 moves from pandemic to endemic . . .

***How School Boards Can Pursue New Directions to Help
Schools Address Barriers to Learning and Teaching***

<http://smhp.psych.ucla.edu/pdfdocs/boardrep2022.pdf>

This is a critical time for school boards concerned about helping schools with respect to learning, behavior, and learning problems.

WHILE MANY BOARD MEMBERS ARE ON OUR LISTSERV, we want to provide this report to all who are not. *So please share this with any and all local and state board members.*

ABSTRACT

The COVID-19 pandemic has underscored that schools must play a greater role in addressing mental health concerns. In reaction, some policy makers are rushing to increase mental health staff in schools. A stated goal is to have a mental health professional in all schools. Given the long-standing short-fall in every category of student/learning support staff at schools, such a goal is being widely lauded. In the long-run, however, this one faceted approach is a marginal way for addressing the complex array of problems students and their schools are experiencing in the wake of COVID-19. This report highlights the need for schools to rethink their current approaches to addressing emotional, behavioral, and learning problems. We outline how to evolve the current emphasis on a multi-tiered system of supports (MTSS) into a unified, comprehensive, and equitable system of school/community supports. And we offer some first steps for moving ahead.

Besides sharing with school board member, please share this with others who might be concerned about these matters.