

## **Improving Student/Learning Supports: What School Boards Can Do?**

Our research over the years has identified ways for school board members to enhance efforts to improve student/learning supports. And we have been heartened to hear from school board members who indicate how many Center resources they have found useful.

In terms of policy, a subset of the many resources (freely accessible from the Center) are materials designed to stimulate school boards and other education leaders to make substantive system improvements in how schools play their role in addressing barriers to learning and teaching. (To be clear, this means transforming current approaches to student/learning supports.)

### ***We have a long history of interacting with school boards.***

We started with LAUSD back in the 1990s. See

>[\*Evaluation of LAUSD's Student Health and Human Services Structuring Process\*](#)

and then see the Policy Resolution Proposed to and Passed by the Los Angeles Unified School District's Board of Education in the 1998 document from the

>[\*LAUSD Student Health and Human Services July, 1997 on "Learning Supports"\*](#)

In subsequent years, we worked to clarify ways a Board's structure could end the marginalized focus on making major systemic changes in student/learning supports. See

>[\*Enhancing a School Board's Focus on Addressing Barriers to Learning & Teaching\*](#)

>[\*Restructuring Boards of Education to Enhance Schools Effectiveness in Addressing Barriers to Student Learning.\*](#)

### **Here are a couple of schools district examples**

>[\*Grant Parish School Board Comprehensive Learning Supports\*](#)

>[\*Richland School District Two, Columbia, SC\*](#)

Others and state level examples are documented in our [\*System Change Toolkit\*](#)

Unfortunately, we have found that places that moved forward in the ways we propose ended their transformative efforts as superintendents changed and related board policies were put aside. Others got started and then a board election resulted in new members advocating for a different agenda. (See [\*Leadership Changes: Minimizing the Downside.\*](#))

As COVID 19 moved from pandemic to endemic, we sent out:

>[\*How School Boards Can Pursue New Directions to Help Schools Address Barriers to Learning and Teaching\*](#)

And a few months ago, we sent out:

>[\*School Boards Must Pursue New Directions to Help Schools Address Barriers to Learning and Teaching\*](#)

Recently, we reported major lessons we have learned about sustaining system changes. See

>*Transforming Student/Learning Supports & Enhancing Equity of Opportunity: A Journey of Lessons Learned*

And, of course, a fundamental lesson learned is that those involved in making systemic change, must pay closer attention to implementation science. See

>*Implementation Science and School Improvement*

For system change examples and tools related to transforming student supports into a unified, comprehensive, equitable system for addressing barriers to learning and teaching, see

>*System Change Toolkit*

**And there is much more available**

The above are just a few examples of the many free resources developed by our Center. For more from us and from a variety of other sources, our online Clearinghouse menu offers over 130 Quick Find topics.

<https://smhp.psych.ucla.edu/quicksearch.htm>