Self Study Surveys

Selfelf-study surveys are useful aids in mapping and analyzing student and learning supports and making decisions about priorities for improving the system for addressing barriers to learning and teaching and re-engaging disconnected students.

The first survey is designed to provide a quick 2 step general overview of student and learning supports activity, processes, and mechanisms.

This is followed by surveys of

- Classroom-based Learning Supports to Enable Learning and Teaching
- Supports for Transitions
- Home Involvement, Engagement, and Re-engagement in Schooling
- Community Outreach and Collaborative Engagement
- Crises Assistance and Prevention
- Student and Family Special Assistance

**About the Self-Study Process to Enhance
the Learning Supports Component**

This type of self-study is best done by a workgroup. However, such a self-study is *NOT* about having another meeting, getting through a task, or an accountabilty measure! The process is about moving on to better outcomes for students.

A group of school staff (teachers, support staff, administrators) can use the items to discuss how the school currently addresses any or all of the learning supports arenas. Workgroup members initially might work separately in responding to survey items, but the real payoff comes from group discussions.

The items on a survey help clarify

- what is currently being done and whether it is being done well and
- what else is desired.

This provides a basis for discussing analyses and decision making. (See the following page.)

The discussion and subsequent analyses also provide a form of quality review.

About Analyzing Gaps; Reviewing Resources; Planning Action

Discussions using the self-study surveys usually involve some analyses.

As you proceed, think about and discuss the following:

(1) Which learning supports address barriers that your district/school has identified as the most significant factors interfering with students learning and teachers teaching?

(2) Which of the significant factors are not being addressed at all or not well-enough? (These are critical gaps to fill.)

(3) Given that all the critical gaps probably can't be filled immediately, discuss priorities.

(4) Discuss whether any current activities are not effective and probably should be discontinued so that the resources can be redeployed to fill high priority gaps.

(5) Identify who in the community might be worth outreaching to with a view to establishing a collaboration to help fill high priority gaps.

(6) Are there other sources of funds available at this time to fill the gaps?

(7) Decide what steps to take in acting upon the analysis.

Self-study Survey

General Overview of Student & Learning Supports Activity, Processes, and Mechanisms at a School

This two-step survey provides a starting point for clarifying

- *what student and learning supports staff are at the school and what they do*
- *how student and learning supports resources are used*
- *how student and learning supports are organized and coordinated*
- *what procedures are in place for enhancing the impact of student & learning supports*

(1)   The first form provides a template for quickly clarifying people and positions providing student and learning supports at a school, along with some of what they do. Once this form is completed it can be circulated as basic information for all school stakeholders and can be useful in the social marketing of learning supports. The people listed also are a logical group to bring together in establishing a system development leadership team for learning supports at the school.

(2)   Following this form is a self-study survey designed to review and help improve processes and mechanisms relevant to the Learning Supports Component.

Step 1. Quick Information about Learning Supports Staff at the School

In a sense, every school stakeholder is a resource for learning supports. Below are a few individuals who play designated roles.

Administrative Leader for Learning Supports

_____

School Psychologist _____
   times at the school _____

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse _____
   times at the school_____
- Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor

_____
   times at the school _____

- Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

Social Worker _____
  times at the school _____

- Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors   times at the school

_____   _____

_____   _____

- General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordination

_____
   times at the school _____

- Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators

_____
_____

- Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers

_____
_____
_____
times at the school _____

- Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

School-based Crisis Team (list by name/title)
_____/_____
_____/_____
_____/_____
_____/_____
_____/_____

School Improvement Program Planners
_____/_____
_____/_____
_____/_____

Community Resources
- Providing school-linked or school-based interventions and resources

Who   What they do   When

_____/_____/_____
_____/_____/_____
_____/_____/_____
_____/_____/_____
_____/_____/_____
_____/_____/_____

Step 2. General Overview of Student & Learning Supports Activity, Processes, and Mechanisms at a School

Items 1-11 ask about what processes and mechanisms are in place.

Use the following ratings in responding to these items.

DK = don't know
1 = not yet
2 = planned
3 = just recently initiated
4 = has been functional for a while
5 = well institutionalized (well established with a commitment to sustainability)

1. Is someone at the school designated as the administrative leader for activity designed to address barriers to learning (e.g., student supports, learning supports, health and social services)? DK 1 2 3 4 5

2. Is someone at the school designated as the leader for facilitating implementation of the transformation of student & learning supports? DK 1 2 3 4 5

3. Is there a time and place when personnel involved in activity designed to address barriers to learning meet together? DK 1 2 3 4 5

4. Is there a system development team (as contrasted to a case-oriented team) (e.g., a Learning Supports Leadership Team)? DK 1 2 3 4 5

   (a) Does the team analyze data trends at the school with respect to

      >attendance DK 1 2 3 4 5
      >drop outs DK 1 2 3 4 5
      >misbehavior DK 1 2 3 4 5
      >referrals for special assistance DK 1 2 3 4 5
      >achievement DK 1 2 3 4 5

   (b) Does the team map learning supports programs and services to determine whether

      >identified priorities are being addressed adequately DK 1 2 3 4 5
      >program quality is up to standards DK 1 2 3 4 5
      >gaps have been identified and priorities for the future are set DK 1 2 3 4 5

   (c) Which of the following learning supports arenas are reviewed regularly?

      >Classroom-based Learning Supports DK 1 2 3 4 5

      >Supports for Transitions DK 1 2 3 4 5

      >Home Involvement, Engagement, & Re-engagement in Schooling DK 1 2 3 4 5

      >Community Outreach and Collaborative Engagement DK 1 2 3 4 5

      >Crisis Assistance and Prevention DK 1 2 3 4 5

      >Student and Family Special Assistance DK 1 2 3 4 5

Step 2. (cont.)

5. Are there *written descriptions* of the student and learning supports
    programs and services available to give to
    >staff   DK 1 2 3 4 5
    >families   DK 1 2 3 4 5
    >students   DK 1 2 3 4 5
    >community stakeholders   DK 1 2 3 4 5

6. Are there case-oriented processes in place for

    (a) concerned parties to use in making referrals?   DK 1 2 3 4 5

    (b) triage (to decide how to respond when a referral is made)?   DK 1 2 3 4 5

    (c) care monitoring and management?   DK 1 2 3 4 5

7. Are there *written descriptions* available to give to staff and others
    about
    >how to make referrals   DK 1 2 3 4 5
    >the triage process   DK 1 2 3 4 5
    >the process for case monitoring and management   DK 1 2 3 4 5
    >the process for student review   DK 1 2 3 4 5

8. Is there

    (a) a student review team?   DK 1 2 3 4 5
    (b) an IEP team?   DK 1 2 3 4 5
    (c) a crisis response team?   DK 1 2 3 4 5
    (d) a learning supports system development team?   DK 1 2 3 4 5

9. Are there systems in place to support staff wellness?   DK 1 2 3 4 5

10. Are there processes by which staff and families learn

    (a) What is available in the way of student and learning supports at
    school?   DK 1 2 3 4 5

    (b) What is available in the way of student and learning supports (e.g., DK 1 2 3 4 5
        programs/services) in the community?

    (c) How to access the student and learning supports they need?   DK 1 2 3 4 5

11. Is someone at a school designated as a representative to meet with the
    other local schools (e.g., in the feeder pattern) to enhance   DK 1 2 3 4 5
    connectivity and use of student and learning supports (e.g., sharing
    among the schools and equity in linking with community resources)?

Step 2. (cont.)

Items 12-16 ask about effectiveness of existing processes.

Use the following ratings in responding to these items.
DK = don't know
1   = hardly ever effective
2   = effective about 25 % of the time
3   = effective about half the time
4   = effective about 75% of the time
5   = almost always effective

12. How effective are the processes used for

(a) planning, implementing, and evaluating improvements in the development of student and learning supports?

DK 1 2 3 4 5

(b) enhancing use of student and learning supports resources (e.g., through budget decisions, staff development; developing or bringing new programs/services to the site; making formal linkages with programs/services in the community)?

DK 1 2 3 4 5

13. How effective are the processes used for ensuring that

(a) resources are properly allocated and coordinated?

DK 1 2 3 4 5

(b) community resources linked with the school are effectively coordinated/integrated with related school activities?

DK 1 2 3 4 5

14. How effective are the processes used for ensuring that resources available to the whole feeder pattern of schools are properly allocated and shared/coordinated?

DK 1 2 3 4 5

15. How effective is the

(a) referral system? DK 1 2 3 4 5
(b) triage system? DK 1 2 3 4 5
(c) case monitoring and management system? DK 1 2 3 4 5
(d) student review team? DK 1 2 3 4 5
(e) IEP team? DK 1 2 3 4 5
(f) crisis response team? DK 1 2 3 4 5
(g) learning supports system development team DK 1 2 3 4 5
(h) development of Classroom-based Learning Supports DK 1 2 3 4 5
(i) development of Supports for Transitions DK 1 2 3 4 5
(j) development of Home Involvement and Engagement DK 1 2 3 4 5
(k) development of Community Outreach & Collaborative Engagement DK 1 2 3 4 5
(l) development of Crisis Assistance and Prevention DK 1 2 3 4 5
(m) development of Student and Family Special Assistance DK 1 2 3 4 5

16. With respect to community resources:

(a) List those that bring programs/services to the school site.

(b) List those not at the school site but which have made a special commitment to respond to the school's referrals and needs.

Classroom-based Learning Supports

This arena provides a fundamental example not only of how learning supports overlap regular instructional efforts, but how they add value to prevailing efforts to improve instruction. Classroom-based learning supports enhance strategies in regular classrooms to enable learning. Such supports can (a) prevent problems, (b) facilitate intervening as soon as problems are noted, (c) enhance intrinsic motivation for learning, and (d) re-engage students who have become disengaged from classroom learning. These ends are accomplished by accounting for a wider range of individual differences, preventing and handling a wider range of problems when they arise, and fostering a caring context for learning.

Of course, teachers can't be expected to do all this alone. Enhancing classroom learning supports involves opening the classroom door to invite in a range of colleagues* and volunteers to collaboratively work on addressing barriers to learning and teaching.

A first focus is on ensuring instruction is personalized. This includes an emphasis on enhancing intrinsic motivation for all students and especially those manifesting mild-moderate learning and behavior problems; re-engaging those who have become disengaged from learning at school; providing learning accommodations when necessary; using response to intervention; addressing external barriers with a focus on prevention and early intervening. Then, as necessary, adding special assistance in the classroom. Referrals for special assistance outside the classroom are made only after in-classroom learning supports are proven insufficient.

Work in this arena requires personalizing in-service professional development of teachers, student and learning support staff, and all others helping in the classroom. The focus is on increasing the effectiveness of regular classroom instruction and reducing the need for specialized services. Special attention is needed to increase the array of strategies for teaching students to compensate for differences, vulnerabilities, and disabilities and for enhancing accommodations and special assistance in the classroom as necessary. Additional knowledge and skills also are needed for developing a classroom infrastructure that transforms a big class into a set of smaller ones.

> *As appropriate, support *in the classroom* is provided by student and learning support staff. This involves restructuring and redesigning the roles, functions, and staff development of these professionals so they are able to work closely with teachers and students in the classroom.

Classroom-based Learning Supports

Use the following ratings in responding to items 1-5.
  DK = don't know; 1 = not yet; 2 = planned; 3 = just recently initiated; 4 = has been functional for
  a while; 5 = well institutionalized (well established with a commitment to maintenance

1. Is there a stated policy for enhancing Classroom-based   DK 1 2 3 4 5
    Learning Supports?

2. Is there a designated leader or leaders for enhancing   DK 1 2 3 4 5
    Classroom-based Learning Supports?

3. Do personnel involved in enhancing Classroom-based   DK 1 2 3 4 5
    Learning Supports meet regularly as a workgroup to
    evaluate current status and plan next steps?

4. Is there a written plan for capacity building related to   DK 1 2 3 4 5
    enhancing Classroom-based Learning Supports?

5. Are there written descriptions available to give all   DK 1 2 3 4 5
    stakeholders regarding current Classroom-based
    Learning Supports?
_____
Use the following ratings in responding to the next items.
     DK = don't know
     1 = hardly ever effective
     2 = effective about 25 % of the time
     3 = effective about half the time
     4 = effective about 75% of the time
     5 = almost always effective

With respect to enhancing Classroom-based Learning
Supports, how effective are each of the following:

     >current policy   DK 1 2 3 4 5

     >designated leadership   DK 1 2 3 4 5

     >workgroup monitoring and planning of next steps   DK 1 2 3 4 5

     >capacity building efforts   DK 1 2 3 4 5

Classroom-based Learning Supports (cont.)

Indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?

I. Reframing the approach to classroom instruction to enhance teacher capability to prevent and intervene as soon after problems arise and reduce need for out of class referrals

A. Is instruction personalized (i.e., designed to match each student's motivation and capabilities)? —— —— —— ——

B. Is in-classroom special assistance available when needed? —— —— —— ——

C. Are there small group and independent learning options? —— —— —— ——

D. Are behavior problems handled in ways that minimize negative impact on student attitudes toward classroom learning (e.g, reduced reliance on social control strategies?) —— —— —— ——

E. Is there a range of curricula/instructional options & choices? —— —— —— ——

F. Is there systematic use of response to intervention and related "prereferral" interventions? —— —— —— ——

G. Are materials and activities upgraded to ensure
  1. basic supplies are available in the classroom? —— —— —— ——
  2. an increased range of high-motivation activities (with some specifically keyed to the interests of students in need of special attention)? —— —— —— ——
  3. appropriate use of advanced technology? —— —— —— ——
  4. other? (specify) _____ —— —— —— ——

H. Is there a focus on fostering social and emotional development (e.g., using natural opportunities as teachable moments)? —— —— —— ——

I. Which of the following can teachers request as special interventions?
  1. a "time out" situation? —— —— —— ——
  2. designated remediation specialists? —— —— —— ——
  3. family problem solving conferences? —— —— —— ——
  4. exchange of a student to improve student-teacher match and for a fresh start? —— —— —— ——
  5. referral for special out-of classroom assistance? —— —— —— ——
  6. oher (specify) _____ —— —— —— ——

J. What is done to assist a teacher who needs help in teaching limited English speaking students?
  1. Is the student reassigned? —— —— —— ——
  2. Does the teacher receive professional development for working with these students? —— —— —— ——
  3. Are computer programs used to address ESL needs? —— —— —— ——
  4. Does a bilingual coordinator offer consultation? —— —— —— ——
  5. Is a bilingual aide assigned to the class? —— —— —— ——
  6. Are volunteers brought in to help (e.g., parents, peers)? —— —— —— ——
  7. Other? (specify) _____ —— —— —— ——

Classroom-based Learning Supports (cont.)

II. Opening the Classroom Door to Enhance Collaboration, Support, and Personalized Professional Development

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are others invited into the classroom to collaborate in enhancing Classroom-based Learning Supports?				
>other teachers to team/co-teach?	⎯	⎯	⎯	⎯
>student support staff?	⎯	⎯	⎯	⎯
>resource teacher?	⎯	⎯	⎯	⎯
>specialists?	⎯	⎯	⎯	⎯
>volunteers?	⎯	⎯	⎯	⎯
>aides (e.g., paraeducators; other paid assistants)?	⎯	⎯	⎯	⎯
>older students?	⎯	⎯	⎯	⎯
>parents or other family members?	⎯	⎯	⎯	⎯
>other? (specify)_____	⎯	⎯	⎯	⎯
B. Personnel Preparation Related to Classroom-based Learning Supports				
1. Does in-service focus on enhancing the capacity for pursuing learning supports in regular classrooms of the following staff				
>regular teachers?	⎯	⎯	⎯	⎯
>student support staff?	⎯	⎯	⎯	⎯
>resource teacher?	⎯	⎯	⎯	⎯
>specialists?	⎯	⎯	⎯	⎯
>other? (specify)_____	⎯	⎯	⎯	⎯
2. Does the training for nonprofessionals (e.g., volunteers, aides, and other assistants) include a focus on learning supports?	⎯	⎯	⎯	⎯
3. Is team teaching or co-teaching used for teachers to learn about Classroom-based Learning Supports?	⎯	⎯	⎯	⎯
4. Are there mentors/coaches who work with teachers and other staff in the classroom to personalize personnel preparation?	⎯	⎯	⎯	⎯
5. Are demonstrations provided?	⎯	⎯	⎯	⎯
6. Are workshops and readings offered regularly?	⎯	⎯	⎯	⎯
7. Is there a focus on learning how to integrate intrinsic motivation into teaching and classroom management?	⎯	⎯	⎯	⎯
8. Is there a focus on strategies for re-engaging students who have disengaged from classroom learning?	⎯	⎯	⎯	⎯
9. Is there a focus on learning to use technology to enhance Classroom-based Learning Supports?	⎯	⎯	⎯	⎯
10. Is consultation available from persons with special expertise such as				
>student support staff (e.g., psychologist, counselor, social worker, nurse)?	⎯	⎯	⎯	⎯
>resource specialists and/or special education teachers?	⎯	⎯	⎯	⎯
>bilingual and/or other coordinators?	⎯	⎯	⎯	⎯
>other? (specify) _____	⎯	⎯	⎯	⎯
11. Are subgroups of staff clustered to facilitate personalized development to enhance Classroom-based Learning Supports?	⎯	⎯	⎯	⎯
12. Is there a learning community at the school that focuses on Classroom-based Learning Supports?	⎯	⎯	⎯	⎯
13. Other (specify) _____	⎯	⎯	⎯	⎯

Classroom-based Learning Supports (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?

III. Enhancing the capability of student and learning supports staff and others to team with teachers in the classroom

A. Is there a focus on increasing student support staff (and others') understanding of processes, strategies, and techniques involved in personalizing instruction?

	____	____	____	____

B. Are support staff (and others) taught how to work as colleagues in the classroom with teachers and others?

	____	____	____	____

IV. Providing a broad range of curricular and enrichment opportunities

A. Are the current curricula and instructional processes varied enough to support personalizing instruction?

	____	____	____	____

B. Is social and emotional learning a specific curriculum item?

	____	____	____	____

C. Is health education a regular part of the curriculum?

	____	____	____	____

D. Is computer literacy taught?

	____	____	____	____

E. What enrichment and adjunct programs are used regularly?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>library activities?	____	____	____	____
>music/art?	____	____	____	____
>student performances?	____	____	____	____
>Are there several field trips a year?	____	____	____	____
>Are there student council & other leadership opportunities?	____	____	____	____
>Are there school environment projects such as				
-mural painting?	____	____	____	____
-horticulture/gardening?	____	____	____	____
-school clean-up and beautification?	____	____	____	____
-other? (specify)_____	____	____	____	____
>Are there special school-wide events such as				
-sports?	____	____	____	____
-clubs and similar organized activities?	____	____	____	____
-student newspaper?	____	____	____	____
-sales events?	____	____	____	____
-poster contests?	____	____	____	____
-essay contests?	____	____	____	____
-book fair?	____	____	____	____
-health fair?	____	____	____	____
-pep rallies/contests?	____	____	____	____
-attendance competitions?	____	____	____	____
-attendance awards/assemblies?	____	____	____	____
>other? (specify) _____	____	____	____	____
>Are guest contributors used (e.g., outside speakers/ performers)?	____	____	____	____
>Other (specify)?_____	____	____	____	____

F. What types of technology are available to the classroom?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>computers in the classroom? (Internet? Skype? etc.)	____	____	____	____
>computer lab?	____	____	____	____
>computer assisted instruction?	____	____	____	____
>video recording capability?	____	____	____	____
>instructional TV?	____	____	____	____
>multimedia lab?	____	____	____	____
>other? (specify)_____	____	____	____	____

Classroom-based Learning Supports (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?

V. **Contributing to a positive climate in the classroom and school-wide**

A. Are teachers fully included in ensuring the school is developing a unified, comprehensive, equitable, and systemic approach to addressing barriers to learning and teaching? ____ ____ ____ ____

B. Are classroom and school-wide approaches effective for
>creating and maintaining a caring and supportive climate? ____ ____ ____ ____
>supporting high standards for positive behavior? ____ ____ ____ ____

C. With respect to professional and personal support,
1. Is there effective communication to and among staff? ____ ____ ____ ____
2. Are teachers and other staff involved in governance? ____ ____ ____ ____
3. Is there formal conflict mediation/resolution? ____ ____ ____ ____
4. Is there effective social support? ____ ____ ____ ____

D. Are there efforts to enhance broad stakeholder involvement and engagement in
>classrooms? ____ ____ ____ ____
>school-wide events? ____ ____ ____ ____
>decision-making? ____ ____ ____ ____

E. Are the stakeholders who participate at the school well-oriented and provided with enough training so that they can
function in the classroom and school-wide in ways that are ____ ____ ____ ____
>knowledgeable and collegial?
>helpful for creating and maintaining a caring and supportive climate? ____ ____ ____ ____

Indicate below other things you want the school to do to assist teachers' efforts to address barriers to learning and teaching and to re-engaging disconnected students.

Are there other ways the school currently is assisting teachers' efforts to address barriers to students' learning and teaching and to re-engaging disconnected students? (List below)

Note: Other matters relevant to *Classroom-based Learning Supports* are included in the other self-study surveys.

Supports for Transitions

Students and their families are regularly confronted with a variety of transitions – changing schools, changing grades, encountering a range of other daily hassles and major life demands. Many of these can interfere with productive school involvement.

A comprehensive approach to providing transition supports requires interventions within classrooms and school-wide and among schools sending and receiving students. The immediate goals are to enhance success during transitions and prevent transition problems. In addition, transition periods provide opportunities to promote healthy development, reduce alienation and increase positive attitudes toward school and learning, address systemic and personal barriers to learning and teaching, and re-engage disconnected students and families.

The focus is on concerns related to

>   **Starting school and newly arriving** – students and their families, new staff, volunteers, visitors (e.g., comprehensive orientations, welcoming signs, materials, and initial receptions; social and emotional supports including peer buddy programs; accommodating special concerns of those from other countries and those arriving after periods of hospitalization)

>   **Daily transitions --** before school, changing classes, breaks, lunch, afterschool (e.g., preventing problems by ensuring positive supervision and safety; providing attractive recreational, enrichment, and academic support activities; using problems that arise as teachable moments related to enhancing social-emotional development)

>   **Summer or intersession** (e.g., catch-up, recreation, enrichment programs, service and workplace opportunities)

>   **Matriculation** – grade-to-grade – new classrooms, new teachers; elementary to middle school; middle to high school; in and out of special education programs; school-to-career/higher education transition (e.g., information; academic, vocational, and social-emotional counseling and related supports; pathway and articulation strategies; mentor programs; programs to support moving to post school living and work)

The activity overlaps the other five intervention arenas of a unified and comprehensive system of learning supports in contributing to the degree to which youngsters benefit from schooling.

Intended outcomes include reducing alienation, enhancing readiness, motivation, and involvement in school and learning activities, and enhancing safety. Early outcomes that have been reported include reductions in tardies, vandalism, and violence at school and in the neighborhood. Over time, articulation programs reduce school avoidance and dropouts, as well as enhancing school adjustment and increasing the number who make successful transitions to higher education and post school living and work. And, initial studies of programs for transition in and out of special education suggest the interventions can enhance students' attitudes about school and self and can improve their academic performance. It also is likely that transition supports add to perceptions of a caring school climate; this can play a significant role in a family's decision about staying or changing schools.

Supports for Transitions

Use the following ratings in responding to items 1-5.
 DK = don't know; 1 = not yet; 2 = planned; 3 = just recently initiated; 4 = has been functional for a while; 5 = well institutionalized (well established with a commitment to maintenance

1. Is there a stated policy for enhancing Supports
 for Transitions?   DK 1 2 3 4 5

2. Is there a designated leader or leaders for enhancing
 Supports for Transitions?   DK 1 2 3 4 5

3. Do personnel involved in enhancing Supports for
 Transitions meet regularly as a workgroup to evaluate   DK 1 2 3 4 5
 current status and plan next steps?

4. Is there a written plan for capacity building related to
 enhancing Supports for Transitions?   DK 1 2 3 4 5

5. Are there written descriptions available to give all
 stakeholders regarding current Supports for Transitions?   DK 1 2 3 4 5
_____
Use the following ratings in responding to the next items.
     DK = don't know
     1   = hardly ever effective
     2   = effective about 25 % of the time
     3   = effective about half the time
     4   = effective about 75% of the time
     5   = almost always effective

With respect to enhancing Supports for Transitions, how
effective are each of the following:

     >current policy   DK 1 2 3 4 5

     >designated leadership   DK 1 2 3 4 5

     >workgroup monitoring and planning of next steps   DK 1 2 3 4 5

     >capacity building efforts   DK 1 2 3 4 5

Supports for Transitions (cont.)

Indicate all items that apply.

I. Starting School & Newly Arriving

	Yes	Yes but more of this is needed	No	If no, is this something you want?

A. Supportive Welcoming
1. Are there welcoming materials? —— —— —— ——
2. Are there welcome signs? —— —— —— ——
3. Are welcoming information materials used? —— —— —— ——
4. Is a special welcoming booklet used? —— —— —— ——
5. Are materials translated into appropriate languages? —— —— —— ——
6. Is advanced technology used as an aid (e.g., a video or computerized introduction to the school and staff)? —— —— —— ——

B. Orientation and Follow-up "Induction"
1. Are there orientations? —— —— —— ——
2. Are there introductory tours? —— —— —— ——
3. Are introductory presentations made? —— —— —— ——
4. Are new arrivals introduced to special people such as the principal and teachers? —— —— —— ——
5. Are special events used to welcome recent arrivals? —— —— —— ——
6. Are different languages accommodated? —— —— —— ——

C. Is there special assistance for those who need help registering? —— —— —— ——

D. Social Supports
1. Are social support strategies used? —— —— —— ——
2. Are peer buddies assigned? —— —— —— ——
3. Are peer parents assigned? —— —— —— ——
4. Are special invitations used to encourage family involvement? —— —— —— ——
5. Are special invitations used to encourage students to join in activities? —— —— —— ——
6. Are advocates available when new arrivals need them? —— —— —— ——

E. Other? (specify) _____ —— —— —— ——

II. Daily Transitions

Which of the following are available
1. safe routes to school assistance —— —— —— ——
2. before school supervised recreation opportunities —— —— —— ——
3. subsidized breakfast/lunch —— —— —— ——
4. lunchtime
    >supervised recreation opportunities —— —— —— ——
    >interest groups (e.g., music, drama, career) —— —— —— ——
    >service clubs —— —— —— ——
5. afterschool
    >supervised recreation opportunities —— —— —— ——
    >interest groups (e.g., music, drama, career) —— —— —— ——
    >service clubs —— —— —— ——
    >sports —— —— —— ——
    >drill team —— —— —— ——
    >organized youth programs ("Y," scouts) —— —— —— ——

**Supports for Transitions (cont.)**

	Yes	Yes but more of this is needed	No	If no, is this something you want?
6. academic support in the form of				
>tutors	___	___	___	___
>homework club	___	___	___	___
>study hall	___	___	___	___
>homework phone line	___	___	___	___
>email and web assistance	___	___	___	___
>homework center	___	___	___	___
7. supervision and support for moving from one campus location to another	___	___	___	___
8. other (specify) _____	___	___	___	___

III. Summer and Intersessions

Which of the following programs are offered during vacations and/or intersessions?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. academic support	___	___	___	___
2. recreation	___	___	___	___
3. formal enrichment opportunities	___	___	___	___
4. youth groups	___	___	___	___
5. sports	___	___	___	___
6. student and family special assistance	___	___	___	___
7. service opportunities	___	___	___	___
8. workplace opportunities	___	___	___	___
9. other (specify) _____	___	___	___	___

IV. Matriculations

A. Grade-to-grade and Program-to-program Articulation

Which of the following transition programs are in use?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Are orientations to the new situation provided?	___	___	___	___
2. Is transition counseling provided?	___	___	___	___
3. Are students taken on "warm-up" visits?	___	___	___	___
4. Are "survival" skills taught?	___	___	___	___
5. Is the new setting primed to accommodate the individual's needs?	___	___	___	___
6. Is their an early warning and support system for students having problems adjusting?	___	___	___	___

B. Transitions to Higher Education/Career

Which of the following are used to facilitate transition to higher education and post school living?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. vocational counseling	___	___	___	___
2. college counseling	___	___	___	___
3. a mentoring program	___	___	___	___
4. college prep courses and related activity	___	___	___	___
5. job training	___	___	___	___
6. job opportunities on campus	___	___	___	___
7. a work-study program	___	___	___	___
8. life skills counseling	___	___	___	___
C. Other? (specify) _____	___	___	___	___

Supports for Transitions (cont.)

V. Capacity Building to Enhance Support
   for Transitions

	Yes	Yes but more of this is needed	No	If no, is this something you want?

A. Are resources budgeted to enhance supports for transitions? ____ ____ ____ ____

B. Are steps taken to enhance broad stakeholder involvement in transition activity? ____ ____ ____ ____

C. Is there ongoing personnel preparation related to supports for transitions for
    1. teachers? ____ ____ ____ ____
    2. student and learning supports staff? ____ ____ ____ ____
    3. administrators? ____ ____ ____ ____
    4. office staff? ____ ____ ____ ____

D. Is there an ongoing focus on preparing peer buddies? ____ ____ ____ ____

E. Which of the following topics are covered in educating staff and other key stakeholders?
    1. ensuring successful transitions
       >before school ____ ____ ____ ____
       >after school ____ ____ ____ ____
       >during school ____ ____ ____ ____
       >for those having problems adjusting ____ ____ ____ ____
    2. developing systematic social supports for students, families, and staff ____ ____ ____ ____
    3. creating a psychological sense of community ____ ____ ____ ____

F. Other (specify) _____ ____ ____ ____ ____

Indicate below other things you want the school to do in providing support for transitions.

Indicate below other ways the school provides supports for transitions.

Note: Other matters relevant to *Supports for Transitions* are included in the other self-study surveys.

Home Involvement, Engagement, and Re-engagement in Schooling

This arena expands concern for parent involvement to encompass anyone in the home who is influencing the student's life. In some cases, grandparents, aunts, older siblings, "nannies," and foster homes have assumed parental and caretaking roles. Thus, schools and communities must go beyond focusing on parents in their efforts to enhance involvement and engagement of the most significant people in as student's home situation.

Included in this arena are school-wide and classroom-based efforts designed to

(a) address the specific learning and support needs of adults in the home (e.g., support services to assist in addressing basic survival needs and obligations to the children; adult education classes to enhance literacy, job skills, English-as-a-second language, citizenship preparation; enrichment and recreational opportunities; mutual support groups)

(b) help those in the home improve how basic student obligations are met (e.g., enhancing caretaker literacy skills; providing guidance related to parenting and how to help with schoolwork; teaching family members how to support and enrich student learning)

(c) improve forms of basic communication that promote the well-being of student, family, and school (e.g., facilitating home-school connections and sense of community through family networking and mutual support; facilitating child care and transportation to reduce barriers to coming to school; language translation; phone calls and/or e-mail from teacher and other staff with good news; frequent and balanced conferences – student-led when feasible; outreach to attract and facilitate participation of hard-to-reach families – including student dropouts)

(d) enhancing home support for student learning and development and for problem solving and decision making essential to a student's well-being (e.g., preparing and engaging families for participation in supporting growth and planning and problem-solving)

(e) recruit those at home to support, collaborate, and partner in strengthening school and community by meeting classroom, school, and community needs (e.g., volunteering to welcome and support new families; participating in school governance)

The context for some of this activity may be a *parent or family center* if one has been established at the site. Outcomes include indices of caretakers' learning, student progress, and community enhancement specifically related to home involvement.

Home Involvement ... in Schooling

Use the following ratings in responding to items 1-5.
 DK = don't know; 1 = not yet; 2 = planned; 3 = just recently initiated; 4 = has been functional for a while; 5 = well institutionalized (well established with a commitment to maintenance

1. Is there a stated policy for enhancing Home Involvement
    and Engagement?   DK 1 2 3 4 5

2. Is there a designated leader or leaders for enhancing
    Home Involvement and Engagement?   DK 1 2 3 4 5

3. Do personnel involved in enhancing Home Involvement
    and Engagement meet regularly as a workgroup to   DK 1 2 3 4 5
    evaluate current status and plan next steps?

4. Is there a written plan for capacity building related to
    enhancing Home Involvement and Engagement?   DK 1 2 3 4 5

5. Are there written descriptions available to give all
    stakeholders regarding current Home Involvement and   DK 1 2 3 4 5
    Engagement?
_____
Use the following ratings in responding to the next items.
        DK = don't know
        1   = hardly ever effective
        2   = effective about 25 % of the time
        3   = effective about half the time
        4   = effective about 75% of the time
        5   = almost always effective

With respect to enhancing Home Involvement and
Engagement, how effective are each of the following:

        >current policy   DK 1 2 3 4 5

        >designated leadership   DK 1 2 3 4 5

        >workgroup monitoring and planning of next steps   DK 1 2 3 4 5

        >capacity building efforts   DK 1 2 3 4 5

Indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?

I. Addressing Family Basic Needs

A. Which of the following are available to help those in the home meet basic survival needs?
 1. Is help provided for addressing special family needs for

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>food?	___	___	___	___
>clothing?	___	___	___	___
>shelter?	___	___	___	___
>health and safety?	___	___	___	___
>school supplies?	___	___	___	___
>other? (specify) _____	___	___	___	___
2. Are adults in the home offered assistance in accessing outside help for personal needs?	___	___	___	___

B. Are there groups for

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. mutual support?	___	___	___	___
2. discussion of relevant concerns and problems?	___	___	___	___

C. Does the site offer adult classes focused on

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. English As a Second Language (ESL)?	___	___	___	___
2. basic literacy skills?	___	___	___	___
3. GED preparation?	___	___	___	___
4. job preparation?	___	___	___	___
5. citizenship preparation?	___	___	___	___
6. other? (specify) _____	___	___	___	___

II. Helping Families Address Obligations to the Student

A. Are education opportunities offered to learn about

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. child-rearing/parenting?	___	___	___	___
2. creating a supportive home environment for students?	___	___	___	___
3 reducing factors that interfere with a student's school learning and performance?	___	___	___	___
B. Are guidelines provided for helping a student deal with homework?	___	___	___	___
C. Are adults in the home offered assistance in accessing help in addressing their child's needs?	___	___	___	___
D. Other? (specify) _____	___	___	___	___

III. Improve Mechanisms for Communication and Connecting School & Home

A. Are there periodic general announcements and meetings such as

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. advertising for incoming students?	___	___	___	___
2. orientation for incoming students and families?	___	___	___	___
3. bulletins/newsletters?	___	___	___	___
4. website?	___	___	___	___
5. back to school night/open house?	___	___	___	___
6. parent-teacher conferences?	___	___	___	___
7. other? (specify) _____	___	___	___	___

Home Involvement ... in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?

B. Is there a system to inform the home on a regular basis (e.g., regular letters, newsletters, email, computerized phone messages, website)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. about general school matters?	___	___	___	___
2. about opportunities for home involvement?	___	___	___	___
3. other? (specify) _____	___	___	___	___

C. To enhance home involvement in the student's program and progress, are interactive communications used, such as

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. sending notes home regularly?	___	___	___	___
2. a computerized phone line?	___	___	___	___
3. email?	___	___	___	___
4. frequent balanced in-person conferences with the family?	___	___	___	___
5. student-led conferences?	___	___	___	___
6. messages with good news about the student	___	___	___	___
7. other? (specify) _____	___	___	___	___

D. Which of the following are used to enhance the home-school connection and sense of community?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Does the school offer orientations & open houses?	___	___	___	___
2. Does the school have special receptions for new families?	___	___	___	___
3. Does the school regularly showcase students to the community through				
>student performances?	___	___	___	___
>award ceremonies?	___	___	___	___
>other? (specify) _____	___	___	___	___
4. Does the school offer the community				
>cultural and sports events?	___	___	___	___
>topical workshops and discussion groups?	___	___	___	___
>health fairs?	___	___	___	___
>family preservation fairs?	___	___	___	___
>work fairs?	___	___	___	___
>newsletters?	___	___	___	___
>community bulletin boards?	___	___	___	___
>community festivals and celebrations?	___	___	___	___
>other? (specify) _____	___	___	___	___
5. Does the school facilitate family networking and mutual support?	___	___	___	___
6. How does the school address barriers to participation?				
>facilitate child care?	___	___	___	___
>facilitate transportation?	___	___	___	___
>provide language translations?	___	___	___	___
7. Is there outreach to hard to involve families?				
>making home visits?	___	___	___	___
>offering support networks?	___	___	___	___
>focusing on student dropouts?	___	___	___	___
>other? (specify) _____	___	___	___	___
8. Other? (specify) _____	___	___	___	___

Home Involvement ... in Schooling (cont.)

IVa. Enhancing Home Support for Student Learning and Development

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are families instructed on how to provide opportunities for students to apply what they are learning?	⎯	⎯	⎯	⎯
B. Are families instructed on how to use enrichment opportunities to enhance youngsters' social and personal and academic skills and higher order functioning?	⎯	⎯	⎯	⎯
C. Are there family field trips?	⎯	⎯	⎯	⎯
D. Are families provided space and facilitation for meeting together as a community of learners?	⎯	⎯	⎯	⎯
E. Are family literacy programs available?	⎯	⎯	⎯	⎯
F. Are family homework programs offered?	⎯	⎯	⎯	⎯
G. Other? (specify) _____	⎯	⎯	⎯	⎯

IVb. Involving Homes in Making Decisions Essential to the Student?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Families are invited to participate through personal				
1. letters	⎯	⎯	⎯	⎯
2. phone calls	⎯	⎯	⎯	⎯
3. email	⎯	⎯	⎯	⎯
4. other (specify) _____	⎯	⎯	⎯	⎯
B. Families are informed about schooling choices through				
1. letters	⎯	⎯	⎯	⎯
2. phone calls	⎯	⎯	⎯	⎯
3. email	⎯	⎯	⎯	⎯
4. conferences	⎯	⎯	⎯	⎯
5. other (specify) _____	⎯	⎯	⎯	⎯
C. Families are taught skills to participate effectively in decision making.	⎯	⎯	⎯	⎯
D. Does the school hold frequent in-person conferences with the family and student focused on problem-solving and decision making?	⎯	⎯	⎯	⎯
E. With respect to mobilizing problem solving at home related to student needs				
1. Is instruction provided to enhance family problem solving skills(including increased awareness of resources for assistance)?	⎯	⎯	⎯	⎯
2. Is good problem solving modeled at conferences with the family?	⎯	⎯	⎯	⎯
F. Other (specify) _____	⎯	⎯	⎯	⎯

V. Recruiting Families to Collaborate in Strengthening School and Community

For which of the following are those in the home recruited and trained to help meet school/community needs?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Improving schooling for students by assisting				
>administrators?	___	___	___	___
>teachers?	___	___	___	___
>other staff?	___	___	___	___
>others in the community?	___	___	___	___
>with lessons or tutoring?	___	___	___	___
>on class trips?	___	___	___	___
>in the cafeteria?	___	___	___	___
>in the library?	___	___	___	___
>in computer labs?	___	___	___	___
>with homework helplines?	___	___	___	___
>the front office to welcome visitors and new enrollees and their families?	___	___	___	___
>with phoning/emails home regarding absences?	___	___	___	___
>outreach to the home?	___	___	___	___
>other? (specify) _____	___	___	___	___
2. Improving school operations by assisting with				
>school and community up-keep and beautification	___	___	___	___
>improving school-community relations	___	___	___	___
>fund raising	___	___	___	___
>PTA	___	___	___	___
>enhancing public support by increasing political awareness about the contributions and needs of the school	___	___	___	___
>school governance	___	___	___	___
>advocacy for school needs	___	___	___	___
>advisory councils	___	___	___	___
>program planning	___	___	___	___
>other? (specify) _____	___	___	___	___
3. Establishing home-community networks to benefit the community	___	___	___	___
4. Other? (specify) _____	___	___	___	___

VI. Capacity Building to Enhance Home Involvement

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are resources budgeted to enhance to enhance home involvement and engagement in schools?	___	___	___	___
B. Are steps taken to enhance broad stakeholder involvement in home involvement and engagement?	___	___	___	___
C. Is there ongoing personnel preparation related to home involvement and engagement for				
1. teachers?	___	___	___	___
2. student and learning supports staff?	___	___	___	___
3. administrators?	___	___	___	___
4. office staff?	___	___	___	___
5. other (specify) _____	___	___	___	___

Home Involvement ... in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
D. Which of the following topics are covered in educating staff and other key stakeholders?				
1. enhancing home involvement and engagement?	——	——	——	——
2. overcoming barriers to home involvement (including re-engagement of disconnected families)?	——	——	——	——
5. facilitating family participation in meetings to problem-solve and make decisions about the student?	——	——	——	——
4. developing group-led mutual support groups?	——	——	——	——
5. developing families as a community of learners?	——	——	——	——
6. designing an inclusionary "Parent Center"?	——	——	——	——
7. adopting curriculum for parent education?	——	——	——	——
8. teaching parents to mentor & lead at the school?	——	——	——	——
9. Other? (specify) _____	——	——	——	——

Indicate below other things you want the school to do in enhancing home involvement and engagement.

Indicate below other ways the school enhances home involvement and engagement.

Note: Other matters relevant to *Home Involvement, Engagement, and Re-engagement* are included in the other self-study surveys.

Community Outreach and Collaborative Engagement

Schools are more effective and caring places when they are an integral and positive part of the community. For schools to be seen as such, they must take steps to engage and collaborate with many community stakeholders to address barriers to learning and teaching and strengthen the fabric of family and community life.

The goal is to maximize mutual benefits, including better student progress, positive socialization of the young, higher staff morale, improved use of resources, an enhanced sense of community, community development, and more. In the long run, the aims are to strengthen students, schools, families, and neighborhood.

A school/district approach to enhancing community connections is conceived as involving four types of activities:

    (a) outreaching to a broad range of community entities (e.g., developing a social marketing campaign, pursuing interventions to engage/re-engage students and families who don't interact with the school on a regular basis; targeting facets of outreach to increase the number of volunteers available to the schools)

    (b) developing immediate links and connections with community resources that can help fill critical intervention gaps for addressing shared problems (e.g., expanding school improvement planning to include analysis of critical gaps in school efforts to develop a unified and comprehensive system of learning supports; establishing and training a multi-school workgroup to focus on recruiting and equitably integrating individuals and agencies who can add resources to fill critical gaps)

    (c) establishing an effective operational infrastructure for a school-community collaborative (e.g., identifying community stakeholders interested in establishing a school-community collaborative; organizing participants into an effective operational infrastructure and establishing formal working agreements about roles and responsibilities; forming and training workgroups to accomplish immediate objectives, monitoring and facilitating progress)

    (d) blending/weaving/redeploying school and community resources together where feasible and appropriate to help with system development (e.g., mapping school and community resources used to address barriers to student success; analyzing resource use to determine redundancies and inefficiencies; identifying ways resources can be redeployed and interwoven to meet current priorities)

Because community resources in many neighborhoods are sparse, a school-by-school approach often leads to inequities (e.g., the first school to contact an agency might tie up all that a given agency can bring to a school). Therefore, district leadership needs to (a) help develop mechanisms that connect a "family" of schools (e.g., a high school feeder pattern, schools in the same neighborhood) and (b) play a role in outreaching and connecting community resources equitably to schools. A family of schools also provides a good nucleus for creating a school-community collaborative .

Community Outreach & Collaborative Engagement

Use the following ratings in responding to items 1-5.
  DK = don't know; 1 = not yet; 2 = planned; 3 = just recently initiated; 4 = has been functional for a while; 5 = well institutionalized (well established with a commitment to maintenance

1. Is there a stated policy for enhancing school-community connections
    >at the district level?   DK 1 2 3 4 5
    >at the school level?   DK 1 2 3 4 5

2. Is there a designated leader for enhancing school-community connections
    >at the district level?   DK 1 2 3 4 5
    >at the school level?   DK 1 2 3 4 5

3. Do personnel involved in enhancing school-community connections meet regularly as a workgroup to evaluate current status and plan next steps
    >at the district level?   DK 1 2 3 4 5
    >at the school level?   DK 1 2 3 4 5

4. Is there a written plan for capacity building related to enhancing the school-community connections
    >at the district level?   DK 1 2 3 4 5
    >at the school level?   DK 1 2 3 4 5

5. Are there written descriptions available to give all stakeholders regarding current school-community connections?   DK 1 2 3 4 5

_____

Use the following ratings in responding to the next items.
    DK = don't know
    1   = hardly ever effective
    2   = effective about 25 % of the time
    3   = effective about half the time
    4   = effective about 75% of the time
    5   = almost always effective

In general, how effective are local efforts to enhance school-community connections?   DK 1 2 3 4 5

With respect to enhancing school-community connections, how effective are each of the following:

    >current policy   DK 1 2 3 4 5

    >designated leadership   DK 1 2 3 4 5

    >workgroup monitoring and planning of next steps   DK 1 2 3 4 5

    >capacity building efforts   DK 1 2 3 4 5

Community Outreach & Collaborative Engagement (cont.)

Indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?

Ia. Outreach to a Broad Range of Community Entities

A. From which of the following community sources are resources recruited?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. public community agencies, organizations, facilities, and providers	——	——	——	——
2. private community agencies, organizations, facilities, and providers	——	——	——	——
3. business sector	——	——	——	——
4. professional organizations and groups	——	——	——	——
5. volunteer service programs, organizations, & clubs	——	——	——	——
6. universities and colleges	——	——	——	——
7. other (specify) _____	——	——	——	——

B. What types of school-community connections currently are in place?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. mentoring for students and families	——	——	——	——
2. volunteers with no special expertise	——	——	——	——
3. community members with special expertise who help as requested, such as				
>artists	——	——	——	——
>musicians	——	——	——	——
>librarians	——	——	——	——
>health and safety programs	——	——	——	——
>other (specify) _____	——	——	——	——
4. formal agency and program linkages that result in community health and social services providers coming to schools, such as				
>after school programs	——	——	——	——
>service providers collocating at schools	——	——	——	——
>other (specify) _____	——	——	——	——
5. formal arrangements that involve community representatives in				
>school governance	——	——	——	——
>advocacy for the school	——	——	——	——
>advisory functions	——	——	——	——
>program planning	——	——	——	——
>fund raising	——	——	——	——
>sponsoring activity (e.g., adopt-a-school)	——	——	——	——
>creating awards and incentives	——	——	——	——
>providing job-shadowing opportunities	——	——	——	——
>creating jobs	——	——	——	——
>other (specify) _____	——	——	——	——
6. formal arrangements that connect school and community for enhancing child and youth development	——	——	——	——

Community Outreach & Collaborative Engagement (cont.)

C. With specific respect to volunteers

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. What types of volunteers are used at the site?				
>nonprofessionals				
-parents	___	___	___	___
-college students	___	___	___	___
-senior citizens	___	___	___	___
-business people	___	___	___	___
-peer and cross age tutors	___	___	___	___
-peer and cross age counselors	___	___	___	___
-paraprofessionals	___	___	___	___
>professionals-in-training (specify)_____	___	___	___	___
>professionals (pro bono) (specify)_____	___	___	___	___
>other (specify) _____	___	___	___	___
2. Who do volunteers assist?				
>administrators	___	___	___	___
>teachers	___	___	___	___
>student and learning supports staff	___	___	___	___
>office staff	___	___	___	___
>other staff	___	___	___	___
>others (specify) _____	___	___	___	___
3. In which of the following ways do volunteers participate?				
>providing general classroom assistance	___	___	___	___
>assisting with targeted students	___	___	___	___
>assisting after school	___	___	___	___
>providing special tutoring	___	___	___	___
>helping students with attention problems	___	___	___	___
>helping with bilingual students	___	___	___	___
>helping address other diversity matters	___	___	___	___
>helping in the cafeteria	___	___	___	___
>helping in the library	___	___	___	___
>helping in computer lab	___	___	___	___
>helping on class trips	___	___	___	___
>helping with homework helplines	___	___	___	___
>working in the front office	___	___	___	___
>helping welcome visitors	___	___	___	___
>helping welcome new enrollees & their families	___	___	___	___
>phoning or emailing home about absences	___	___	___	___
>outreaching to the home	___	___	___	___
>acting as mentors or advocates for students, families, staff	___	___	___	___
>assisting with school up-keep and beautification	___	___	___	___
>helping enhance public support by increasing political awareness about the contributions and needs of the school	___	___	___	___
>other (specify) _____	___	___	___	___

Community Outreach & Collaborative Engagement (cont.)

Ib. Outreach to Students/Families Who Don't Come to School Regularly – including truants/dropouts

Which of the following are used to enhance school involvement of hard to involve students and families

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Home visits to assess and plan ways to overcome barriers to				
1. student attendance	___	___	___	___
2. family involvement in schooling	___	___	___	___
B. Support networks connecting hard to involve	___	___	___	___
1. students with peers and mentors	___	___	___	___
2. families with peers and mentors				
C. Special incentives for				
1. students	___	___	___	___
2. families	___	___	___	___
D. Other (specify) _____	___	___	___	___

II. Developing Mechanisms to Link and Connect with Community Entities

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are the following in place:				
1. designated leadership for enhancing school-community connections?	___	___	___	___
2. workgroup for developing how connections contribute to school and community?	___	___	___	___
3. specific representatives from the school and community designated to meet with each other?	___	___	___	___
B. Are there processes specifically designed to				
1. recruit community stakeholders?	___	___	___	___
2. orient & welcome community stakeholders recruited for school involvement and support?	___	___	___	___
3. enhance the volunteer pool?	___	___	___	___
4. screen volunteers?	___	___	___	___
5. train volunteers?	___	___	___	___
6. maintain volunteers?	___	___	___	___
C. Which of the following are used to encourage ongoing community-school connections?				
1. Orientations and open houses for				
>newly arriving students	___	___	___	___
>newly arriving families	___	___	___	___
>new staff	___	___	___	___
2. School sponsored				
>student performances for the community	___	___	___	___
>cultural and sports events for the community	___	___	___	___
>community festivals and celebrations	___	___	___	___
>topical workshops and discussion groups	___	___	___	___
>health fairs	___	___	___	___
>family preservation fairs	___	___	___	___
>work fairs	___	___	___	___
3. Offer use of campus facilities	___	___	___	___

Community Outreach & Collaborative Engagement (cont.)

D. In helping improve schools, do the school-community connections enhance

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. the instructional component of schooling				
>kindergarten readiness	——	——	——	——
>tutoring	——	——	——	——
>mentoring	——	——	——	——
>school reform initiatives	——	——	——	——
>homework hotlines	——	——	——	——
>media/technology	——	——	——	——
>service learning	——	——	——	——
>career mentoring	——	——	——	——
>career academies	——	——	——	——
>adult education, ESL, literacy, citizenship classes	——	——	——	——
>others _____	——	——	——	——
2. the governance/management of schooling				
>PTA/PTSA	——	——	——	——
>shared leadership	——	——	——	——
>advisory bodies	——	——	——	——
>others _____	——	——	——	——
3. the learning supports component				
>student and family special assistance	——	——	——	——
>supports for transitions	——	——	——	——
>crisis response and prevention	——	——	——	——
>home involvement & engagement	——	——	——	——
>community involvement & collab. engagement	——	——	——	——
>classroom-based learning supports	——	——	——	——
>others _____	——	——	——	——
4. stakeholder development				
>school staff	——	——	——	——
>staff from community programs and services	——	——	——	——
>family members	——	——	——	——
>others _____	——	——	——	——
5. financial support for schooling				
>adopt-a-school	——	——	——	——
>grant programs and funded projects	——	——	——	——
>donations/fund raising	——	——	——	——
>other_____	——	——	——	——

Community Outreach & Collaborative Engagement (cont.)

E. In helping improve the neighborhood, do the school-community connections enhance

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. youth development programs				
>home visitation programs	____	____	____	____
>parent education	____	____	____	____
>infant and toddler programs	____	____	____	____
>child care/children's centers/preschool programs	____	____	____	____
>community service programs	____	____	____	____
>public health and safety programs	____	____	____	____
>leadership development programs	____	____	____	____
>others _____	____	____	____	____
2. youth/family recreation and enrichment opportunities				
>art/music/cultural programs	____	____	____	____
>parks' programs	____	____	____	____
>youth clubs	____	____	____	____
>scouts	____	____	____	____
>youth sports leagues	____	____	____	____
>community centers	____	____	____	____
>library programs	____	____	____	____
>faith community's activities	____	____	____	____
>camping programs	____	____	____	____
>others _____	____	____	____	____
3. physical health services				
>school-based/linked clinics for primary care	____	____	____	____
>immunization clinics	____	____	____	____
>communicable disease control programs	____	____	____	____
>EPSDT programs	____	____	____	____
>pro bono/volunteer programs	____	____	____	____
>AIDS/HIV programs	____	____	____	____
>asthma programs	____	____	____	____
>pregnant and parenting minors programs	____	____	____	____
>dental services	____	____	____	____
>vision and hearing services	____	____	____	____
>referral facilitation	____	____	____	____
>emergency care	____	____	____	____
>others _____	____	____	____	____
4. mental health services				
>school-based/linked clinics w/ mental health component	____	____	____	____
>EPSDT mental health focus	____	____	____	____
>pro bono/volunteer programs	____	____	____	____
>referral facilitation	____	____	____	____
>counseling	____	____	____	____
>crisis hotlines	____	____	____	____
>others _____	____	____	____	____
5. programs to address psychosocial problems				
>conflict mediation/resolution	____	____	____	____
>substance abuse	____	____	____	____
>community/school safe havens	____	____	____	____
>safe passages	____	____	____	____
>youth violence prevention	____	____	____	____
>gang alternatives	____	____	____	____
>pregnancy prevention and counseling	____	____	____	____
>case management of programs for high risk youth	____	____	____	____
>child abuse and domestic violence programs	____	____	____	____

Community Outreach & Collaborative Engagement *(cont.)*
  E. Connecting to improve *neighborhood (cont.)*

	Yes	Yes but more of this is needed	No	If no, is this something you want?
6. basic living needs services				
>food	___	___	___	___
>clothing	___	___	___	___
>housing	___	___	___	___
>child care	___	___	___	___
>transportation assistance	___	___	___	___
>others _____	___	___	___	___
7. work/career/higher education programs				
>college prep programs	___	___	___	___
>job mentoring	___	___	___	___
>job shadowing	___	___	___	___
>job programs and employment opportunities	___	___	___	___
>others _____	___	___	___	___
8. social services				
>school-based/linked family resource centers	___	___	___	___
>integrated services initiatives	___	___	___	___
>budgeting/financial management counseling	___	___	___	___
>family preservation and support	___	___	___	___
>foster care school transition programs	___	___	___	___
>case management	___	___	___	___
>immigration and cultural transition assistance	___	___	___	___
>language translation	___	___	___	___
>others _____	___	___	___	___
9. crime and juvenile justice programs				
>camp returnee programs	___	___	___	___
>children's court liaison	___	___	___	___
>truancy mediation	___	___	___	___
>juvenile diversion programs with school	___	___	___	___
>probation services at school	___	___	___	___
>police protection programs	___	___	___	___
>others _____	___	___	___	___
10. legal assistance	___	___	___	___
>legal aide programs	___	___	___	___
>others _____				
11. support for developing neighborhood organizations				
>neighborhood protective associations	___	___	___	___
>emergency response planning and implementation	___	___	___	___
>neighborhood coalitions and advocacy groups	___	___	___	___
>volunteer services	___	___	___	___
>welcoming clubs	___	___	___	___
>social support networks	___	___	___	___
>others _____	___	___	___	___
12. economic development and housing programs				
>empowerment zones	___	___	___	___
>urban village programs	___	___	___	___
>accessing affordable housing	___	___	___	___
>others _____	___	___	___	___

Community Outreach & Collaborative Engagement (cont.)

III. Establishing an effective operational infrastructure for a school-community collaborative

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are the following in place:				
4. designated leadership for establishing a school-community collaborative?	___	___	___	___
5. formal working agreements about mutual roles and responsibilities?	___	___	___	___
6. workgroup for developing the collaborative infrastructure?	___	___	___	___
7. specific representatives from the school and community designated to be part of the collaborative?	___	___	___	___
8. a steering group?	___	___	___	___
9. standing and ad hoc workgroups to pursue ongoing functions?	___	___	___	___
10. executive director for the collaborative?	___	___	___	___
11. collaborative staff?	___	___	___	___
12. regular meetings for the collaborative as a whole?	___	___	___	___
B. Are there processes for				
1. identifying community stakeholders interested in establishing a school-community collaborative?	___	___	___	___
2. forming and training workgroups to accomplish immediate objectives?	___	___	___	___
3. monitoring and facilitating progress?	___	___	___	___
C. In its focus on school improvement, does the collaborative				
1. the instructional component of schooling	___	___	___	___
2. the governance and management of schooling	___	___	___	___
3. financial support for schooling	___	___	___	___
4. stakeholder development	___	___	___	___
5. school-based programs and services to address barriers to learning	___	___	___	___
D. In its focus on improving the neighborhood, does the collaborative stress				
1. youth development programs	___	___	___	___
2. youth and family recreation & enrichment opportunities	___	___	___	___
3. physical health services	___	___	___	___
4. mental health services	___	___	___	___
5. programs to address psychosocial problems	___	___	___	___
6. basic living needs services	___	___	___	___
7. college prep programs	___	___	___	___
8. work/career programs	___	___	___	___
9. social services	___	___	___	___
10. crime and juvenile justice programs	___	___	___	___
11. legal assistance	___	___	___	___
12. support for development of neighborhood organizations	___	___	___	___
13. economic development programs	___	___	___	___

Community Outreach & Collaborative Engagement (cont.)

IV. Blending/weaving/redeploying school and community resources together

	Yes	Yes but more of this is needed	No	If no, is this something you want?

Has a workgroup from the school-community collaborative

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>mapped school and community resources that are used to address barriers to student success?	——	——	——	——
>analyzed critical gaps and recommended priorities for filling these gaps?	——	——	——	——
>analyzed resource use to determine redundancies and inefficiencies?	——	——	——	——
>identified ways school and community resources can be redeployed and interwoven to meet current priorities**?**	——	——	——	——

V. Capacity Building to Enhance Community Outreach and Collaborative Engagement

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are resources budgeted to enhance to enhance community outreach and collaborative engagement?	——	——	——	——
B. Are steps taken to enhance broad stakeholder involvement in community outreach and collaborative engagement?	——	——	——	——

C. Is there ongoing personnel preparation related to community outreach and collaborative engagement for

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. teachers?	——	——	——	——
2. student and learning supports staff?	——	——	——	——
3. administrators?	——	——	——	——
4. office staff?	——	——	——	——
5. other (specify) _____	——	——	——	——

D. Which of the following topics are covered in educating staff and other key stakeholders?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. understanding the local community (e.g., culture, needs, resources)	——	——	——	——
2. how to recruit, train, and retain community resources and volunteers >in general	——	——	——	——
>for special roles	——	——	——	——
3. how to outreach to hard-to-involve students and families	——	——	——	——
4. understanding how to create a psychological sense of community	——	——	——	——
5. developing systematic social supports for students, families, and staff	——	——	——	——
6. how to develop a school-community collaborative	——	——	——	——
7. Other (specify) _____	——	——	——	——

	Yes	Yes but more of this is needed	No	If no, is this something you want?
E. Are there ongoing processes for training, support, and quality improvement of participants in the school-community collaborative?	——	——	——	——

Community Outreach & Collaborative Engagement (cont.)

Indicate below other things you want the school to do in enhancing community outreach and collaborative engagement.

Indicate below other ways the school is enhancing community outreach and collaborative engagement.

Note: Other matters relevant to *Community Outreach and Collaborative Engagement* are included in the other self-study surveys.

Crises Assistance and Prevention

Schools must respond to, minimize the impact of, and prevent school and personal crises. This requires school-wide and classroom-based approaches for

A. **immediate emergency response** – at a site and with other local schools and the surrounding community

(b) **immediate aftermath assistance**

(c) **follow-up** – in the days and weeks after an event,

(d) **prevention in the future** – taking steps at school and in the community to prevent those future events that are preventable and reduce the impact when crises occur (e.g., enhancing school safety, violence reduction, suicide prevention, child abuse prevention, processes to mediate and resolve conflict, a emphasis on improving human relations, promoting a caring school culture, enhancing coping, resilience, problem solving, refining institutional response to crises).

Key overlapping mechanisms in this arena are a planning and development workgroup and a crisis response team. All those involved in this work need preparation related to emergency response procedures, physical and psychological first-aid, aftermath interventions, and so forth.

After a crisis, the first concern is to ensure physical safety and medical first aid; this is followed immediately by attention to psychological considerations. Then, the emphasis is on the school's need to regain stability and a sense of normality so that students and staff can resume learning and teaching. Included here is attention to follow-up care as needed.

Clearly, the scope of the event (major school-wide crises as contrasted to small group or individual crises) profoundly shapes how many responders are needed during the various phases of the crisis. Also, difficulties that must be dealt with during the crisis itself raise many problems that are quite distinct from those arising in the immediate aftermath and in the days and weeks following the event (e.g., hysteria and fear as contrasted with grief reactions and post traumatic stress).

The proper handling of school crises is essential to minimizing negative impact on learning and mental health. Comprehensive crisis intervention planning and implementation provides ways for school personnel, students, and families to return to normalcy as quickly as feasible, address residual (longer-term) psychosocial problems, and explore preventive measures for the future.

Crises Assistance and Prevention

Use the following ratings in responding to the item 1-5.
   DK = don't know; 1 = not yet; 2 = planned; 3 = just recently initiated; 4 = has been functional for
   a while; 5 = well institutionalized (well established with a commitment to maintenance

1. Is there a stated policy for enhancing Crises Assistance
   and Prevention?   DK 1 2 3 4 5

2. Is there a designated leader or leaders for enhancing
   Crises Assistance and Prevention?   DK 1 2 3 4 5

3. Do personnel involved in enhancing Crises Assistance
   and Prevention meet regularly as a workgroup to evaluate   DK 1 2 3 4 5
   current status and plan next steps?

4. Is there a written plan for capacity building related to
   enhancing Crises Assistance and Prevention?   DK 1 2 3 4 5

5. Are there written descriptions available to give all
   stakeholders regarding current Crises Assistance and   DK 1 2 3 4 5
   Prevention?

_____
Use the following ratings in responding to the next items.
         DK = don't know
         1   = hardly ever effective
         2   = effective about 25 % of the time
         3   = effective about half the time
         4   = effective about 75% of the time
         5   = almost always effective

With respect to enhancing Crises Assistance and Prevention,
how effective are each of the following:

         >current policy   DK 1 2 3 4 5

         >designated leadership   DK 1 2 3 4 5

         >workgroup monitoring and planning of next steps   DK 1 2 3 4 5

         >capacity building efforts   DK 1 2 3 4 5

Crisis Assistance and Prevention

Indicate all items that apply.

	Yes	**Yes but more of this is needed**	**No**	**If no, is this something you want?**

I. Ensuring Immediate Assistance in Emergencies/Crises

A. Is there a plan that details a coordinated response

	Yes	Yes but more	No	If no
1. for all at the school site?	___	___	___	___
2. with other schools in the complex?	___	___	___	___
3. with community agencies?	___	___	___	___

B. Are emergency/crisis plans updated appropriately with regard to

	Yes	Yes but more	No	If no
1. crisis management guidelines (e.g., flow charts, check list)?	___	___	___	___
2. plans for communicating with homes/community?	___	___	___	___
3. media relations guidelines?	___	___	___	___

	Yes	Yes but more	No	If no
C. Are stakeholders regularly provided with information about emergency response plans?	___	___	___	___
D. Are there sufficient emergency response practices and quality improvements?	___	___	___	___

E. Are responders properly prepared to

	Yes	Yes but more	No	If no
1. handle the overall situation?	___	___	___	___
2. provide medical first aid?	___	___	___	___
3. provide psychological first aid?	___	___	___	___
F. Other? (specify) _____	___	___	___	___

II. Immediate Aftermath

A. Is there a plan for

	Yes	Yes but more	No	If no
1. stabilizing the situation?	___	___	___	___
2. providing information to all concerned parties?	___	___	___	___
3. responding to the media?	___	___	___	___
B. Are there processes for implementing the aftermath plan?	___	___	___	___
C. Are there plans and processes for providing aftermath assistance to all who need it?	___	___	___	___
D. Are there plans and processes for providing aftermath assistance to the emergency responders?	___	___	___	___
E. Other? (specify) _____	___	___	___	___

III. Providing Follow-up Assistance as Necessary

	Yes	Yes but more	No	If no
A. Are there plans and processes for providing *short-term* follow-up assistance?	___	___	___	___
B. Are there plans and processes for providing *longer-term* follow-up assistance?	___	___	___	___
C. Other? (specify) _____	___	___	___	___

Crisis Assistance and Prevention (cont.)

IV. Prevention

	Yes	Yes but more of this is needed	No	If no, is this something you want?

A. Is there an ongoing emphasis on enhancing a caring and safe learning environment

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. school-wide?	___	___	___	___
2. in classrooms?	___	___	___	___
3. in the neighborhood?	___	___	___	___

B. Are there plans and processes for

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. refining the institutional response to crises?	___	___	___	___
2. enhancing coping, resilience, problem solving?	___	___	___	___
3. improving human relations?	___	___	___	___
4. mediating/resolving conflicts?	___	___	___	___
5. bullying and harassment abatement?	___	___	___	___
6. school and community violence reduction?	___	___	___	___
7. suicide prevention?	___	___	___	___
8. child abuse prevention?	___	___	___	___
9. sexual abuse prevention?	___	___	___	___
10. substance abuse prevention?	___	___	___	___
11. other (specify) _____	___	___	___	___

V. Capacity Building to Enhance Crisis Assistance and Prevention

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are resources budgeted to enhance to enhance Crisis Assistance and Prevention?	___	___	___	___
B. Are steps taken to enhance broad stakeholder involvement in Crisis Assistance and Prevention?	___	___	___	___

C. Which of the following are involved in Crisis Assistance and Prevention planning:

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. learning supports staff?	___	___	___	___
2. teachers?	___	___	___	___
3. other school staff?	___	___	___	___
4. students?	___	___	___	___
5. families?	___	___	___	___
6. other schools in the vicinity?	___	___	___	___
7. other concerned parties in the community?	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
D. Is the Crisis Response team appropriately trained?	___	___	___	___

E. Are there plans and processes to enhance the capacity of the following stakeholders to pursue prevention strategies:

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. learning supports staff?	___	___	___	___
2. teachers?	___	___	___	___
3. other school staff?	___	___	___	___
4. students?	___	___	___	___
5. families?	___	___	___	___
6. other schools in the feeder pattern?	___	___	___	___
7. other concerned parties in the community?	___	___	___	___

Crisis Assistance and Prevention (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
F. Is there ongoing personnel preparation related to Crisis Assistance and Prevention for				
1. teachers?	——	——	——	——
2. student and learning supports staff?	——	——	——	——
3. administrators?	——	——	——	——
4. office staff?	——	——	——	——
5. other (specify) _____	——	——	——	——
G. Are staff, students, and families well-informed about response and recovery plans and processes?	——	——	——	——
H. Which of the following topics are covered in educating staff and other key stakeholders?				
1. anticipating emergencies	——	——	——	——
2. how to respond when an emergency arises	——	——	——	——
3. how to access assistance after an emergency (including watching for post traumatic psychological reactions)	——	——	——	——
4. indicators of abuse & potential suicide & what to do	——	——	——	——
5. how to respond to concerns related to death, dying, and grief	——	——	——	——
6. how to mediate conflicts and minimize violent reactions	——	——	——	——
7. medical first aid	——	——	——	——
8. psychological first aid	——	——	——	——
9. other (specify) _____	——	——	——	——

Indicate below other things you want the school to do in responding to and preventing crises

Indicate below other ways the school responds to and prevents crises.

Note: Other matters relevant to *Crises Assistance and Prevention* are included in the other self-study surveys.

Student and Family Special Assistance

Before providing special assistance to a student, the logical first step is to address general environmental factors that may be causing problems. In schools, this first step involves developing the other five arenas of the learning supports component. This can be sufficient for addressing conditions affecting a large proportion of students, and this reduces the need for further special attention. A few students, however, will continue to manifest learning, behavior, and emotional problems, and they and their families require extra assistance, perhaps including referral for specialized services and even a special education program.

Student and family special assistance includes a focus on such matters as

- Using responses to intervention (RtI) to initially identify and triage those who need such assistance
- Conducting additional assessment to the degree necessary – including diagnosis and planning of an Individual education program (IEP) when appropriate
- Providing consultation, triage, and referrals
- Conducting ongoing management of care
- Enhancing special assistance availability and quality

With specific respect to severe and chronic problems and students mandated for special education programs, special assistance includes connecting what the school offers with whatever is available in the community and facilitating access. In implementing the activity, the emphasis is on enhancing a "system of care" and ensuring the special assistance is integrated with the other facets of the comprehensive system of learning supports.

Student and Family Special Assistance

Use the following ratings in responding to the item 1-5.
DK = don't know; 1 = not yet; 2 = planned; 3 = just recently initiated; 4 = has been functional for a while; 5 = well institutionalized (well established with a commitment to maintenance

1. Is there a stated policy for enhancing Student and Family Special Assistance?   DK 1 2 3 4 5

2. Is there a designated leader or leaders for enhancing Student and Family Special Assistance?   DK 1 2 3 4 5

3. Do personnel involved in enhancing Student and Family Special Assistance meet regularly as a workgroup to evaluate current status and plan next steps?   DK 1 2 3 4 5

4. Is there a written plan for capacity building related to enhancing Student and Family Special Assistance?   DK 1 2 3 4 5

5. Are there written descriptions available to give all stakeholders regarding current Student and Family Special Assistance?   DK 1 2 3 4 5

_____

Use the following ratings in responding to the next items.
       DK = don't know
       1   = hardly ever effective
       2   = effective about 25 % of the time
       3   = effective about half the time
       4   = effective about 75% of the time
       5   = almost always effective

With respect to enhancing Student and Family Special Assistance, how effective are each of the following:

       >current policy   DK 1 2 3 4 5

       >designated leadership   DK 1 2 3 4 5

       >workgroup monitoring and planning of next steps   DK 1 2 3 4 5

       >capacity building efforts   DK 1 2 3 4 5

Student and Family Special Assistance (cont.)

Indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?

I. Before a student is referred for student and family special assistance:

A. Are personalized instruction and classroom-based learning supports (including in-class special assistance) provided? ___ ___ ___ ___

B. Is response to intervention (RtI) used to assess and address problems? ___ ___ ___ ___

C. If problems persist, is RtI used as a triage process to assess
>specific needs? ___ ___ ___ ___
>priority for such assistance? ___ ___ ___ ___

D. Is information circulated clarifying how to make a referral? ___ ___ ___ ___

II. Is additional assessment readily provided when needed – including diagnosis and planning of an Individual education program (IEP) when appropriate? ___ ___ ___ ___

IIIa. Related to formal consultations about referral:

A. Is the focus on student and family decision making? ___ ___ ___ ___

B. Are referrals made in a timely manner? ___ ___ ___ ___

C. Are referrals responded to in a timely manner? ___ ___ ___ ___

D. Is there are triage process to determine priority for school services? ___ ___ ___ ___

E. When referral to a community service is necessary, is a regularly up-dated directory of services and locations available? ___ ___ ___ ___

F. Are students/families helped to take the necessary steps to connect with a service or program to which they have been referred? ___ ___ ___ ___

G. Is there a process to assure referral follow-through? ___ ___ ___ ___

Student & Family Special Assistance (cont.)

IIIb. Which of the following are provided by the district/school for possible referral:

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Medical interventions?				
>immunizations	___	___	___	___
>first aid and emergency care	___	___	___	___
>crisis follow-up medical care	___	___	___	___
>health and safety education and counseling	___	___	___	___
>health and safety prevention programs	___	___	___	___
>screening for vision problems	___	___	___	___
>screening for hearing problems	___	___	___	___
>screening for health problems (specify)	___	___	___	___
>screening for dental problems (specify)	___	___	___	___
>treatment of some acute problems (specify)	___	___	___	___
>medication monitoring	___	___	___	___
>medication administration	___	___	___	___
>home outreach	___	___	___	___
>other (specify) _____	___	___	___	___
B. Psychological interventions?				
>psychological first aid	___	___	___	___
>crisis follow-up counseling	___	___	___	___
>crisis hotlines	___	___	___	___
>conflict mediation	___	___	___	___
>alcohol and other drug abuse programs	___	___	___	___
>pregnancy prevention program	___	___	___	___
>programs for pregnant and parenting students	___	___	___	___
>gang prevention program	___	___	___	___
>gang intervention program	___	___	___	___
>dropout prevention program	___	___	___	___
>physical & sexual abuse prevention & response	___	___	___	___
>individual counseling	___	___	___	___
>group counseling	___	___	___	___
>family counseling	___	___	___	___
>mental health education	___	___	___	___
>home outreach	___	___	___	___
>other (specify) _____	___	___	___	___
C. Basic survival needs interventions?				
>Emergency food	___	___	___	___
>emergency clothing	___	___	___	___
>emergency housing	___	___	___	___
>transportation support	___	___	___	___
>welfare services	___	___	___	___
>language translation	___	___	___	___
>legal aid	___	___	___	___
>protection from physical abuse	___	___	___	___
>protection from sexual abuse	___	___	___	___
>child care	___	___	___	___
>employment assistance	___	___	___	___
>other (specify) _____	___	___	___	___

Student & Family Special Assistance (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?

D. Specialized school interventions?
>early education program ___ ___ ___ ___
>special day classes (specify) _____ ___ ___ ___ ___
>speech and language therapy ___ ___ ___ ___
>adaptive P. E. ___ ___ ___ ___
>occupational and physical therapy ___ ___ ___ ___
>special assessment ___ ___ ___ ___
>Resource Specialist Program ___ ___ ___ ___
>Title I ___ ___ ___ ___
>ESL ___ ___ ___ ___
>School Readiness Language Develop. Program ___ ___ ___ ___
>alternative school ___ ___ ___ ___
>student assistance team ___ ___ ___ ___
>IEP team ___ ___ ___ ___
>other (specify) _____ ___ ___ ___ ___

E. Attendance interventions?
>absence follow-up ___ ___ ___ ___
>attendance monitoring ___ ___ ___ ___
>first day calls ___ ___ ___ ___

F. Discipline interventions?
>time out ___ ___ ___ ___
>counseling ___ ___ ___ ___
>exclusion ___ ___ ___ ___

G. Adult education programs?
>ESL ___ ___ ___ ___
>citizenship classes ___ ___ ___ ___
>basic literacy skill ___ ___ ___ ___
>parenting ___ ___ ___ ___
>helping children do better at school ___ ___ ___ ___
>other (specify) _____ ___ ___ ___ ___

H. Other? (specify) _____ ___ ___ ___ ___

IV. How is special assistance managed and monitored?

A. Is student information data management used? ___ ___ ___ ___

B. Is a process used to trail progress of students and their families? ___ ___ ___ ___

C. Is a process used to facilitate communication for
    1. care management? ___ ___ ___ ___
    2. resource and process management? ___ ___ ___ ___

E. Are there follow-ups to determine
    1. referral follow-through? ___ ___ ___ ___
    2. consumer satisfaction with referrals? ___ ___ ___ ___
    3. the need for more help? ___ ___ ___ ___

F. Other? (specify) _____ ___ ___ ___ ___

Student & Family Special Assistance (cont.)

V. How is the availability and quality of student and family special assistance enhanced?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. To enhance stakeholders' awareness,				
A. Are there *written descriptions* of available learning supports programs?	___	___	___	___
2. Are there *written descriptions* about				
>how to make referrals?	___	___	___	___
>the triage process?	___	___	___	___
>the process for case monitoring/management?	___	___	___	___
>the process for student review?	___	___	___	___
3. Are there communication processes that inform stakeholders about available learning supports programs and how to navigate the systems?	___	___	___	___
4. Other? (specify) _____	___	___	___	___
B. To enhance resource use and system development,				
1. Is there a system development-oriented mechanism (e.g., a Learning Supports Leadership Team) that focuses on				
>Coordinating and integrating resources	___	___	___	___
>Braiding resources	___	___	___	___
>Pursuing economies of scale	___	___	___	___
>Filling gaps	___	___	___	___
>Linking with community providers (e.g., to fill gaps)	___	___	___	___
>quality improvement	___	___	___	___
C. Is there a special facility to house student and family special assistance interventions (e.g., health center, family or parent Center, counseling center)?	___	___	___	___
3. Other? (specify) _____	___	___	___	___
D. To build capacity for growth and sustainability,				
1. Are resources budgeted to enhance to enhance student and family special assistance?	___	___	___	___
2. Are steps taken to enhance broad stakeholder involvement in student and family special assistance?	___	___	___	___
3. Is there ongoing personnel preparation related to student and family special assistance for				
>teachers?	___	___	___	___
>student and learning supports staff?	___	___	___	___
>administrators?	___	___	___	___
>office staff?	___	___	___	___
>other (specify) _____	___	___	___	___
4. Which of the following topics are covered in educating staff and other key stakeholders?				
>broadening understanding of causes of learning, behavior, and emotional problems	___	___	___	___
>broadening understanding of ways to ameliorate (prevent, correct) learning, behavior, and emotional problems	___	___	___	___

(Cont.)

Student & Family Special Assistance (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>developing systematic academic supports for students in need	___	___	___	___
>what classroom teachers and the home can do to minimize the need for special interventions and prevent unnecessary referrals	___	___	___	___
>enhancing resource quality, availability, scope	___	___	___	___
>enhancing the referral system and ensuring effective follow through	___	___	___	___
>enhancing the case management system in ways that increase service efficacy	___	___	___	___
>other (specify) _____	___	___	___	___

Indicate below other things you want the school to do in providing student and family special assistance.

Indicate below other ways the school enhancing student and family special assistance.

Note: Other matters relevant to *Student and Family Special Assistance* are included in the other self-study surveys.