Inventory of Student Support Services (Internal)
Campus _____ Position _____

The purpose of this document is to take inventory of every program we have in our district and in each of our schools that addresses barriers to learning (academic, behavioral, social/emotional/physical health/needs). Once we gather the information about what we have, we will evaluate these programs against our district needs to determine our gaps – not only what is needed, but what is effective or not effective.

Please be sure that each and every intervention, program, service or resource that is provided to students and families by the staff on the campus, is reflected on this list.

Name of Program/ Service/Resource	Contact Person	Phone Number	Target Schools	Target Audience	Cost to District or In-kind Services	Arena	Description of Program and its Purpose

Inventory of Student Support Services (External)
Campus _____ Position _____

The purpose of this document is to take inventory of every program we have in our district and in each of our schools that addresses barriers to learning (academic, behavioral, social/emotional/physical health/needs). Once we gather the information about what we have, we will evaluate these programs against our district needs to determine our gaps – not only what is needed, but what is effective or not effective.

Please be sure that each and every external program, service or resource that you bring on the campus, or refer students and families is reflected on this list.

Name of Program/ Service/Resource	Contact Person	Phone Number	Target Schools	Target Audience	Cost to District or In-kind Services	Arena	Description of Program and its Purpose

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Learning Supports Staff at the School

In a sense, each staff member is a special resource for each other. A few individuals are highlighted here to underscore some special functions.

Position/Role/Team	Staff Names/Team Members
Administrative Leader for Learning Supports	
Psychologist Days at the school: Provides assessment and evaluation of students for special education services.	
Nurse Attends to the physical health needs of students. Is also trained to provide a drug assessment should a student be suspected of being under the influence of a chemical substance.	
Counselor(s) Maintains a caseload of assigned students, monitors and facilitates the students' academic, career, and personal/social progress to ensure a positive high school experience, on-time graduation, and a well-developed post-secondary plan.	
Social Worker Provides social/emotional support to all students in need and works with the Support Services Team and I-Team to provide interventions.	
Student Prevention Intervention Specialist Works one-on-one with students, facilitates support groups, and intervenes in crisis situations. Days at the school:	
Community Liaison Connects with the community to bring resources on campus to enhance the students' academic, personal/social development in school. Also assists with coordination of the mandated interventions provided on campus	
Student Liaison(s) Tracks campus dropouts and connects them to district alternative programs and/or charter schools. Works with students to improve daily attendance and keeps track of at-risk students who need support.	
ESL Parent/Student Liaison Works with at-risk English Language Learners and their parents to improve daily attendance and keep track of students who need supports.	

Behavior Intervention Specialist Days at the school: Works with teachers, students, and parents to complete functional behavioral assessments and develop behavior intervention plans for students with serious behavior problems to address the behaviors expected of the student as well as the support services to be provided by the school. Primarily for special education students or those suspected of having a disability.	
Native American Advisor Days at the school: Provides holistic development of our Native American students.	
School Resource Officer (SRO) City of Phoenix Police Officer teaches law related education in classrooms, provides intervention and/or act as a liaison to community services, and carries out enforcement of the law.	
Special Education Facilitator Coordinates special education services at the campus level.	
Threat Management Team A multi-disciplinary team that meets to review student records and conduct interviews of the student of concern, the parent and students and staff who may have information regarding a threat. The intent it to find out how to support the student in making a choice other than violence to resolve their issue.	
Crisis Team A multi-disciplinary team that provides immediate and follow-up support, critical incidence stress debrief and grief counseling should there be a student or staff death that impacts the campus.	
I-Team Meeting day/time: A multi-disciplinary team that reviews student records and interventions that have been provided to determine if Tier 3 interventions are appropriate in order to help the student to be successful.	
Discipline Team Meeting day/time: A team that works directly with the Dean to review discipline, specifically mandated interventions, that have been provided and if the student has completed the intervention as assigned.	

CAMPUS _____
LEARNER SUPPORTS RESOURCE MAPPING ACTION PLAN

Analyzing Gaps; Reviewing Resources; Planning Action

Based on the resource mapping you have done using your inventory of services, programs and resources, both external and internal, and your data from the arena assessments make an analysis of:

1. What are the barriers to learning for the students on your campus?

2. Which programs, services and resources (learning supports) address barriers that your school has identified as the most significant barriers to learning that are interfering with students learning and teachers teaching effectively?

3. Which arena(s) is/are the strongest at meeting the learning supports needs of the students on your campus?

4. Which of the significant barriers to learning are not being addressed? (The answer would come from your assessment data. These are gaps that need to be filled).

5. Which arena(s) has/have the most gaps?

6. What does your assessment data show are effective programs, services and resources and probably should be continued?

7. What does your assessment data show are ineffective programs, services and resources and probably should be discontinued so that   resources can be redeployed to fill your high priority gaps?

8. Who or what agency or program would help to fill your high priority gaps?

Decide what steps you will take to act upon the analysis:

CAMPUS _____
LEARNER SUPPORTS RESOURCE MAPPING ACTION PLAN

What Action Steps Will You Take?	Who Will Take This Action?	By what time?