

## **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
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_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____
_____	/	_____	/	_____

## **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., programs/services) in the community? DK 1 2 3 4 5
  - (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 connectivity and use of student and learning supports (e.g., sharing among the schools and equity in linking with community resources)? DK 1 2 3 4 5

**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.