

Survey of Learning Supports System Status

As a school sets out to enhance the usefulness of learning supports designed to address barriers to learning, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

- *clarifying what resources already are available*
- *how the resources are organized to work in a coordinated way*
- *what procedures are in place for enhancing resource usefulness*

This survey provides a starting point.

The first form provides a template which you can fill in to clarify the people and their positions at your school who provide services and programs related to addressing barriers to learning. This also is a logical group of people to bring together in establishing a resource-oriented team for learning supports at the school.

Following this is a survey designed to help you review how well systems for Learning Supports have been developed and are functioning.

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.

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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Items 1-9 ask about what processes 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 maintenance)

- | | |
|--|--------------|
| 1. Is someone at the school designated as the administrative leader for activity designed to address barriers to learning (e.g., learning supports, health and social services, the Enabling Component)? | DK 1 2 3 4 5 |
| 2. 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 |
| 3. Is there a resource-oriented team (e.g., a Learning Supports Resource Team) – as contrasted to a case-oriented 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 |
| >achievement | DK 1 2 3 4 5 |
| (b) Does the team map learning supports programs 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 areas of learning support are reviewed regularly? | |
| >Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning (see self-study survey) | DK 1 2 3 4 5 |
| >Crisis Assistance and Prevention (see self-study survey) | DK 1 2 3 4 5 |
| >Support for Transitions (see self-study survey) | DK 1 2 3 4 5 |
| >Home Involvement in Schooling (see self-study survey) | DK 1 2 3 4 5 |
| >Community Outreach for Involvement and Support (see self-study survey) | DK 1 2 3 4 5 |
| >Student and Family Assistance (see self-study survey) | DK 1 2 3 4 5 |

Survey of Learning Supports System Status (cont.)

4. Are there *written descriptions* of learning supports programs available to give
- >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
5. Are there a case-oriented systems 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) case monitoring and management? DK 1 2 3 4 5
 - (d) a student review team? DK 1 2 3 4 5
 - (e) a crisis team? DK 1 2 3 4 5
6. 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
7. Are there systems in place to support staff wellness? DK 1 2 3 4 5
8. Are there processes by which staff and families learn
- (a) What is available in the way of programs/services at school? DK 1 2 3 4 5
 - (b) What is available in the way of programs/services in the community? DK 1 2 3 4 5
 - (c) How to access programs/services they need? DK 1 2 3 4 5
9. Has someone at the school been designated as a representative to meet with the other schools in the feeder pattern to enhance coordination and integration of learning supports among the schools and with community resources? DK 1 2 3 4 5

Survey of Learning Supports System Status (cont.)

The following items 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

10. How effective are the processes for

(a) planning, implementing, and evaluating learning supports system improvements? DK 1 2 3 4 5

(b) enhancing 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

11. How effective are the processes 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

12. How effective are the processes for ensuring that resources available to the whole feeder pattern of schools are properly allocated and shared/coordinated? DK 1 2 3 4 5

13. 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) crisis team? DK 1 2 3 4 5

14. List community resources with which you have formal relationships.

(a) Those that bring program(s) to the school site

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