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
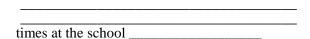   _____
    times at the school _____

- 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)
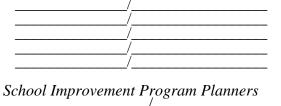
Resource and Special Education Teachers
    _____
    _____
    _____
    times at the school _____

- 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   DK 1 2 3 4 5
      Students in Classroom Learning (see self-study survey)

    >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-   DK 1 2 3 4 5
    study survey)

    >Student and Family Assistance (see self-study survey)   DK 1 2 3 4 5

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   DK 1 2 3 4 5
        community?

   (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   DK 1 2 3 4 5
   meet with the other schools in the feeder pattern to enhance
   coordination and integration of learning supports among the
   schools and with community resources?

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.