

How do We Design, Deliver, and Evaluate District/Community Student Learning Support Services?
Adapted for SBE/WDE Wyoming Dropout Prevention Toolkit February, 2011

Benchmarking Levels, Codes	Benchmarking Questions		
	What does this mean?	How will a district do this?	How will community do this?
Category 3.0			
Design, Deliver, and Evaluate Student Learning Support Services-Includes Extracurricular, Co-curricular, Nursing, Counseling, and Community Services (Excludes Food Service and Transportation)			
Process Group 3.1			
Identify requirements for the district continuum of student learning support services			
Process			
3.1.1 Interpret federal, state and local rules and regulations and determine available funding sources			
3.1.2 Conduct a district needs assessment regarding district wide student learning support services			
3.1.3 Provide clear process for identifying student needs for support services			
3.1.4 Identify gaps in district/school support services			
3.1.5 Identify and establish additional services to fill in the gaps			
3.1.6 Meet regularly and collaborate on the delivery of services among work groups and between services			

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Process Group 3.2			
Establish entrance, exit and transition criteria for all student learning support services			
Process			
3.2.1 Establish referral criteria unique for each service (intervention & prevention) and Identify data sources.			
3.2.2 Establish process and criteria for entry or approval of support services.			
3.2.3 Establish exit criteria unique for each service.			
3.2.4 Establish monitoring/transition process for exiting students.			
Process Group 3.3			
Evaluate support programs and services.			
Process 3.3.1			
3.3.1 Build the capacity of staff (district/school/classroom) to assess, deliver, monitor, and revise the continuum of student support services delivered/requested.			
3.3.2 Evaluate current services to ensure they provide a positive impact on students.			
3.3.3 Integrate academic rigor/standards acquisition aligned to academic achievement and curricula expectations for all continuum of intervention and support service areas provided for students – services such as career development, extra curricular, counseling, teen parenting, health services, etc. to ensure an unrelenting focus is maintained on the mastery of state standards.			

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Process Group 3.4			
Identify and coordinate community services related to student needs.			
Process			
3.4.1 Identify community partnership opportunities to support district/school/classroom initiatives (mental health, mentoring, tutoring, academic enrichment, field trips, etc.) to better support student learning;			
3.4.2 Coordinate, implement and evaluate direct school/classroom services from community partners			
3.4.3 Ensure community partners have capacity and expertise to deliver services			
3.4.4 Provide a connecting/ and/or marketing mechanism between community providers (before, after, and during school) and individual student and family needs			
3.4.5 Connect individual needs to best available services.			
3.4.6 Provide support (staff development) for instructional support staff.			
Process Group 3.5			
Design, implement, and evaluate parent engagement programs			
Process			
3.5.1 Plan and evaluate role of parents and community in student achievement.			
3.5.2 Ensure parent and grandparent engagement: 1) readiness for school, 2) student achievement and attendance, 3) career and graduation requirements			
3.5.3 Provide parent education (i.e. parenting, English as second language, GED programs)			
3.5.4 Develop ongoing monitoring and evaluation of parent programs (i.e. PTA, PTO, Parent Centers)			
3.5.5 Establish parent involvement policy			
3.5.6 Develop aligned and frequent parent training on core curriculum and graduation requirements so that the “parent as teacher” concept reaffirms the school’s message to the students			

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Process Group 3.6			
Design, implement, and evaluate counseling services			
Process			
3.6.1 Develop career planning with students and parents starting in the 6/7 th grade to ensure graduation and post graduation opportunities			
3.6.2 Develop counseling programs based on district needs assessment, community information, and YRBS data. Counseling programs need to be aligned to district standards/curriculum, graduation requirements, and student career plans.			
3.6.3 Align guidance services to support instruction, academic, and career planning for individual students			
3.6.4 Identify barriers to student academic achievement and establish ways to eliminate the barriers for each student.			
Process Group 3.7			
3.7 Design, implement and evaluate social service .			
Process			
3.7.1 Provide social service support for families/students with input from district needs assessment, YRBS data, and community information.			
3.7.2 Establish process to identify homeless students and families and provide services.			
3.7.3 Provide coordination between the academic programs in the regular classroom and the delivery of summer migrant services.			
3.7.4 Utilize and coordinate case management processes with school and community personnel to streamline and avoid duplication of services to individual student.			
3.7.5 Manage outsourced services (i.e. mental health counseling, diagnostic services, evaluation services).			

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Process Group 3.8			
Design, monitor and evaluate and align extra-curricular & co-curricular services such as interscholastic athletics, intramurals, clubs, other enrichment opportunities aligned to standards			
3.8.1 Evaluate the district plan and results to include all students in the extra-curricular and co-curricular activities.			
Process Group 3.9			
Design, implement, and evaluate alternative education programs & interventions . Evaluate the need to create alternative education opportunities (i.e. alternative school, dual enrollment, correspondence courses, distance education, tutoring, mentoring) and develop and evaluate alternative opportunities.			
Process			
3.9.1 Provide <u>early</u> learning interventions for at-risk students including kindergarten readiness criteria			
3.9.2 Track attendance data and analyze regularly and intervene especially for grades: kindergarten, 1, 2 and 3 ^r			
3.9.3 Track discipline and safety data and analyze regularly and intervene.			
3.9.4 Provide online support programs			
3.9.5 Create, implement, and evaluate the continuum of learning supports programs (i.e. Title 1, 504, tutoring, ELL, summer school, after school) aligned to the regular standards/curriculum			
3.9.6 Develop, implement and evaluate special education services			
3.9.7 Provide teen parenting programs			

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