WORKBOOK FOR
IMPROVING SCHOOL CLIMATE &
CLOSING THE ACHIEVEMENT GAP

Using your California Healthy Kids & California School Climate Surveys

CALIFORNIA *healthy kids* SURVEY

CHKS

Main Report
MetroTown Unified

CALIFORNIA *school climate* SURVEY

CSCS

Main Report
MetroTown Unified

APPENDICES

APPENDIX 1: RELATED QUESTIONS

This section of the appendices outlines some of the questions in the Supplemental CTAG, SESM and ME Reports that relate to each areas of focus. All questions for the CHKS are from the high school survey. For a comprehensive list of all CHKS & CSCS questions, download the surveys from www.wested.org/chks.

- CHKS—California Healthy Kids Survey (Core Module A)
- CSCS—California School Climate Survey (Core Module)
- CTAG—CHKS Closing The Achievement Gap Module
- SESM—CSCS Special Education Supports Module
- LSM—Learning Supports Module

Closing The Achievement Gap Report

1. Equity of Expectations and Support

	Caring environment
CSCS 33	How many adults at this school…really care about all students?
	At my school there is a teacher or some other adult…
CHKS 16	…who really cares about me.
CHKS 18	…who notices when I'm not there.
CHKS 20	…who listens when I have something to say.
	Expectations
CSCS 7	This school sets high standards for academic performance for all students.
CTAG 2	Teachers and other adults encourage students to work hard in school so they can be successful in college or at the job they choose.
	Support and Encouragement
	The teachers and other adults…
CTAG 3	…work hard to help students with their schoolwork when they need it.
CTAG 4	Teacher give al students a chance to take part in classroom discussions or activities.
	This school…
CSCS 8	…promotes academic success for all students.
CSCS 9	…emphasizes helping students academically when they need it.
	How many adults at this school…
CSCS 33	…really care about all students?
CSCS 35	…want all students to do their best?
CSCS 37	…believe that every student can be a success?
	At my school there is a teacher or some other adult…
CHKS 17	…who tells me when I do a good job.
CHKS 19	…who always wants me to do my best.
CHKS 21	… who believes that I will be a success.

2. Race: Equity & Respect

	Racial harmony or tension
	This school…
CSCS 24	…fosters an appreciation of student diversity and respect for each other.
CSCS 25	…emphasizes showing respect for all students' cultural beliefs and practice.

CSCS 62	How much of a problem at this school is racial/ethnic conflict among students?
CHKS 113	In the past 12 months how many times on school property were you harassed or bullied about your race/ethnicity?
CTAG 9	There is a lot of tension in this school between different cultures, races, or ethnicities.

	Staff perceptions of respect
	This school…
CSCS 24	…fosters an appreciation of student diversity and respect for each other.
CSCS 25	…emphasizes showing respect for all students' cultural beliefs and practice.
CSCS 27	…handles discipline problems fairly.
	How many adults at this school…
CSCS 38	…treat all students fairly?
CSCS 39	…treat every student with respect?
	Student perceptions of respect
CTAG 1	Teachers and other adults at this school treat you with respect.
CTAG 5	Teachers give me a chance to take part in classroom discussions or activities.
CTAG 7	At this school, all students are treated fairly when they break school rules.
CTAG 8	You have been disrespected or mistreated by an adult at this school because of your race, ethnicity, or nationality.
CHKS 14	The teachers at this school treat students fairly.

3. Cultural Relevance: Education & Curriculum

	Educational relevance
CSCS 11	This school emphasizes teaching lessons in ways relevant to students.
CTAG 4	Teachers show how classroom lessons are important and helpful to students in real life.
	Cultural relevance of lessons and curriculum
CSCS 21	This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.
CTAG 6	The books and lessons in your classes include examples of your race or ethnic background.

Special Education Report

1. Bureaucratic Barriers to Effective Service Delivery

	Bureaucratic Barriers
SESM 6	This school works to reduce interruptions to instruction for students with Individualized Education Programs (IEPs).
SESM 7	This school takes steps to minimize required paperwork.
SESM 10	This school effectively schedules legally mandated special education activities (e.g., assessments, behavior supports, mandated meetings with parents).
	Administration Support
	This school
CSCS 14	…provides the materials, resources, and training (professional development) needed to do your job effectively.
CSCS 15	…provides the materials, resources, and training (professional development) needed to work with special education (IEP) students.
CSCS 47	Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas?…culturally relevant pedagogy for the school's student population.

2. Integration and Collaboration

SESM 5	This school integrates special education into its daily operations
SESM 8	This school encourages teaming between general and special education personnel.
SESM 9	This school provides sufficient time to collaborate with colleagues regarding services to students with IEPs.
SESM 22	This school views service to students with IEPs as a shared responsibility among all staff.
SESM 24	This school promotes personnel participation in decision-making that affects school practices and policies.
	Staff at this school
CSCS 40	…have close professional relationships with one another?
CSCS 41	…support and treat each other with respect?
CSCS 42	…feel a responsibility to improve this school?
CSCS 50	Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas?…serving special education (IEP) students

3. Expectations and Supports

	Student Expectations
SESM 14	This school sets high expectations for students with IEPs.
	This school…
CSCS 7	…sets high standards for academic performance for all students.
CSCS 8	… promotes academic success for all students.
CSCS 9	…emphasizes helping students academically when they need it.

	How many adults at this school…
CSCS 35	…want all students to do their best?
CSCS 37	…believe that every student can be a success?
	Student Supports
SESM 23	This school has sufficient resources to support special education programs and services.
SESM 15	This school provides effective supports for teaching culturally and linguistically diverse students with IEPs
SESM 16	This school provides effective supports for students needing alternative modes of communication (e.g., manual signs, communication boards, computer-based devices, picture exchange systems, Braille).
SESM 18	This school provides complete state adopted instructional materials for students with IEPs.
	How many adults at this school…
CSCS 33	…really care about all students?
CSCS 38	…treat all students fairly?
CSCS 39	…treat every student with respect?
	To what extent does this school…
CSCS 22	…provide services for students with disabilities or other special needs?
CSCS 10	…provides adequate counseling and support services for students.
	This school…
CSCS 6	…is a supportive and inviting place for students to learn.
CSCS 24	…fosters an appreciation of student diversity and respect for each other.

4. Personnel Supports

	Staff Supports–SE staff
SESM 11	This school provides a positive working environment for staff who serve students with IEPs.
SESM 12	This school acknowledges the responsibilities for staff who serve students with IEPs.
SESM 17	This school has a climate that encourages me to continue in my role of service to students with IEPs.
SESM 13	This school provides relevant training for paraprofessionals.
SESM 19	This school provides adequate access to technology for staff who serve students with IEPs.
SESM 20	This school has good communication with district personnel to support students with IEPs.
SESM 21	This school offers adequate compensation (e.g. salary, fringe benefits and retirement) to support my continued employment at this school.
	This school…
CSCS 12	…is a supportive and inviting place for staff to work.
CSCS 13	…promotes trust and collegiality among staff.

1. Engagement

CSCS 12	The school is a supportive and inviting place for staff to work.
CSCS 14	This school provides the materials, resources, and training (professional development) needed to do your job effectively.
	How many adults at this school …
CSCS 33	…really care about every student?
CSCS 34	…acknowledge and pay attention to students?
CSCS 35	…want every student to do their best?
CSCS 36	…listen to what students have to say?
CSCS 37	…believe that every student can be a success?
CSCS 46	Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas…
	…working with diverse racial, ethnic, or cultural groups?
CSCS 47	…culturally relevant pedagogy for the school's student population?
CSCS 48	…serving English Language Learners?
CSCS 52	Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas…creating a positive school climate?
CSCS 55	Based on your experience, how many students at this school are motivated to learn?
CHKS 11	I feel close to people at this school.
CHKS 12	I am happy to be at this school.
CHKS 13	I feel like I am part of this school.
CHKS 14	The teachers at this school treat students fairly.
	At my school, there is a teacher or some other adult…
CHKS 16	…who really cares about me.
CHKS 17	…who tells me when I do a good job.
CHKS 18	…who notices when I'm not there.
CHKS 19	…who always wants me to do my best.
CHKS 20	…who listens to me when I have something to say.
CHKS 21	…who believes that I will be a success.
CHKS 22	At school,…
	…I do interesting activities.
CHKS 23	… I help decide things like class activities or rules.
CHKS 24	… I do things that make a difference.

2. Health

CHKS 15	I feel safe in my school.
CHKS 34	Did you eat breakfast today?
	During the past 30 days, on how many days did you use…
CHKS 63	… at least one drink of alcohol?
CHKS 64	… five or more drinks of alcohol in a row, that is, within a couple of hours?
CHKS 65	… marijuana (pot, weed, grass, hash, bud)?
CHKS 66	…inhalants (things you sniff, huff, or breathe to get "high")?
CHKS 67	…cocaine (any form, coke, crack, rock, base, snort)?
CHKS 68	…methamphetamine or amphetamines (meth, speed, crystal, crank, ice)?
CHKS 69	…ecstasy, LSD or other psychedelics (acid, mescaline, peyote, mushrooms)?
CHKS 70	…any other illegal drug or pill to get "high"?
CHKS 71	…two or more drugs at the same time (for example, alcohol with marijuana, ecstasy with mushrooms)?
CHKS 119	How safe do you feel when you are at school?
CHKS 123	During the past 12 months, did you ever feel so sad and hopeless almost every day for two weeks or more that you stopped doing some usual activities?
CHKS 124	During the past 12 months, did you ever seriously consider attempting suicide?
CSCS 29	This school is a safe place for students.
CSCS 51	Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas…meeting the social, emotional, and developmental needs of youth (e.g., resilience promotion)?
CSCS 53	Based on your experience, how many students at this school…
	…are healthy and physically fit?
CSCS 54	…arrive at school alert and rested?
	How much of a problem at this school is…
CSCS 57	…student alcohol and drug use?
CSCS 58	…student tobacco use?
CSCS 63	…student depresssion and other mental health problems?

APPENDIX 2: CROSSWALK OF QUESTIONS

- A—CHKS Core Module
- B—CHKS Supplemental Resilience & Youth Development Module
- C—CHKS Supplemental Substance Use & Violence Module
- E—CHKS Supplemental Physical Health Module
- CTAG G—CHKS Supplemental CTAG Module
- CR—Caring Relationships; HE—High Expectations; MP—Meaningful Participation

This section of the appendices lists questions from the CSCS and displays how they relate to questions on the CHKS. CHKS questions will be listed as follows: Middle School (MS)/High School (HS). The list contains only those questions that can be compared across surveys. For a comprehensive list of all CHKS & CSCS questions, download the surveys from www.wested.org/chks.

School Climate Survey 2008/09 Item	Related CHKS 2008/09 Elementary Item	Related CHKS 2008/09 Secondary Item
General		
02. Do you provide services to the following types of students? Migrant education students, Special education, English language learners.		A10. In the past three years, were you part of the Migrant Education Program or did your family move to find work in agriculture?
05. What is your race or ethnicity?		A6-8. How do you describe yourself?
06. This school is a supportive and inviting place for students to learn.	Elem14-19, Total School Assets Scale Elem10-13, 29, School Connectedness Scale.	A15-20, Total School Assets Scale MS10-14/A11-15, School Connectedness Scale
07. This school sets high standards for academic performance for all students.		CTAG G1. Teachers and other adults encourage students to work hard in school so they can be successful in college or at the job they choose.
08. This school promotes academic success for all students.	Elem16. Do the teachers and other grown-ups at school tell you when you do a good job? (HE) Elem19. Do the teachers and other grown-ups at school believe that you can do a good job? (HE) Elem17. How well do in school? (HE) Elem21. Plan to go to college? (HE)	MS A16/HS A17. At my school, there is a teacher or some other adult who tells me when I do a good job. (HE) MS A18/HS A19. At my school, there is a teacher or some other adult who always wants me to do my best. (HE) MS A20/HS A21. At my school, there is a teacher or some other adult who believes that I will be a success. (HE) MS A107/HS A124. During the past 12 months, describe your grades? B2. I plan to graduate from high school. B3. I plan to go to college.
09. This school emphasizes helping students academically when they need it.		CTAG G2. The teachers and other adults work hard to help students with their schoolwork when they need it.
10. This school provides adequate counseling and support services for students.	Elem44. Do you know where to go for help with a problem?	B4. I know where to go for help with a problem. C14. How likely would a student find help at school to stop/reduce AOD use?

School Climate Survey 2008/09 Item	Related CHKS 2008/09 Elementary Item	Related CHKS 2008/09 Secondary Item
11. This school emphasizes teaching lessons in ways relevant to students.		CTAG G3. Teachers show how classroom lessons are important and helpful to students in real life.
16. This school encourages opportunities for students to decide things like class activities or rules.	Elem14. Do you help make class rules or choose things to do at school? (MP)	MS 22/HS A23. I help decide things like class activities or rules. (MP)
17. This school gives all students equal opportunity to participate in classroom discussions or activities.		CTAG G4. Teachers give all students a chance to take part in classroom discussions or activities. (MP)
21. This school emphasizes using instructional materials that reflect the culture or ethnicity of its students.		CTAG G5. The books and lessons in your classes include examples of your race or ethnic background.
22. This school has staff examine their own cultural biases through professional development or other processes.		CTAG G5. The books and lessons in your classes include examples of your race or ethnic background.
		CTAG G7. Teachers and other adults at this school treat you with respect.
		CTAG G8. You have been disrespected or mistreated by an adult at this school because of your race, ethnicity, or nationality.
24. This school fosters an appreciation of student diversity and respect for each other.		MS A95/HS A113. In the past 12 months, how many times on school property harassed or bullied about your race/ethnicity?
25. This school emphasizes showing respect for all students' cultural beliefs and practice.		CTAG G9. There is a lot of tension in this school between different cultures, races, or ethnicities.
27. This school handles discipline problems fairly.		MS A13/HS A14. The teachers at this school treat students fairly.
		CTAG G6. At this school, all students are treated fairly when they break school rules.
28. This school effectively handles student discipline and behavioral problems.		CTAG G6. At this school, all students are treated fairly when they break school rules.
29. This school is a safe place for students.	Elem29. Do you feel safe at school?	MS A 101/HS A120. How safe do you feel when you are at school?
32. This school has clean and well-maintained facilities and property.		CTAG G10. The schoolyard and buildings are clean and in good condition.
33. How many adults at this school really care about all students?	Elem15. At my school, there is a teacher or some other adult…who really cares about me. (CR)	MS A15/HS A16. At my school, there is a teacher or some other adult…who really cares about me. (CR)
34. How many adults at this school acknowledge and pay attention to student?	Elem18. … who listens to me when I have something to say. (CR)	MS A17/HS A18. …who notices when I'm not there. (CR)
		MS A19/HS A20. …who listens when I have something to say. (CR)

School Climate Survey 2008/09 Item	Related CHKS 2008/09 Elementary Item	Related CHKS 2008/09 Secondary Item
35. How many adults at this school want all students to do their best?	Elem16. Do the teachers and other grown-ups at school tell you when you do a good job? (HE) Elem19. Do the teachers and other grown-ups at school believe that you can do a good job? (HE)	A17. At my school, there is a teacher or some other adult who tells me when I do a good job. (HE) A19. At my school, there is a teacher or some other adult who always wants me to do my best. (HE) A21. At my school, there is a teacher or some other adult who believes that I will be a success. (HE)
36. How many adults at this school listen to what students have to say?	Caring Relations Scale (see previous) Elem15 Elem18	Caring Relations Scale (see previous) A16 A18 A20
37. How many adults at this school believe that every student can be a success?	High Expectation Scale (see previous) Elem16. Elem19.	High Expectation Scale (see previous) A17. A19. A21.
38. How many adults at this school treat all students fairly?		A14. The teachers at this school treat students fairly.
39. How many adults at this school treat every student with respect?		CTAG G7. Teachers and other adults at this school treat you with respect. CTAG G8. You have been disrespected or mistreated by an adult at this school because of your race, ethnicity, or nationality.
53. Based on your experience, how many students at this school are healthy and physically fit?	Elem7. Eat breakfast this morning? Elem51. Days/week exercise, dance or play sports?	E4-9. 24-hour food recall; eating nutritious foods. MS A33/HS A34. Did you eat breakfast today? E1-3. Exercise past 7 days (aerobic activities, light physical activity, strengthening exercises)
55. Based on your experience, how many students at this school are motivated to learn?	Goals and Aspirations Scale Elem46. Do you try to do your best? Elem21. Do you plan to go to college or some other school after high school? Elem47. Do you have goals and plans for the future?	Goals and Aspirations Scale B1. I have goals and plans for the future B2. I plan to graduate from high school. B3. I plan to go to college or some other school after high school.

School Climate Survey 2008/09 Item	Related CHKS 2008/09 Elementary Item	Related CHKS 2008/09 Secondary Item
57. How much of a problem at this school is student alcohol and drug use?	Elem33. Ever drink beer, wine or other alcohol? Elem40. In past month, drink any beer, wine or other alcohol?	MS A37, 52/HS A37, 53. During your life, times your used or tried one full drink of alcohol? been very drunk or sick after drinking alcohol? MS 52,53, 58/HS A63, 64, 73. During past 30 days, on how many days did you use at least one drink of alcohol? …Use five or more drinks in a row? … Drink on school property?
	Elem34-36. Ever sniffed something through your nose to get high; smoked any marijuana; used alcohol or an illegal drug like marijuana before school or at school?	MS A38-41/HS A38-52. During life, how many times have you used inhalants, marijuana, cocaine etc. (includes medications) MS A43,44/HS A54, 55. During life, times "high" from drugs? drunk/high at school? MS A54-56, 59/HS A65-69, 74. Past 30 days, how many days use marijuana, inhalants, cocaine, methamphetamine, LSD? Smoke marijuana at school? MS A89/HS A107 past 12 months, times on school property have you been offered, sold or given and illegal drug?
58. How much of a problem at this school is student tobacco use?	Elem31-32. Have you ever smoked a cigarette? …chewed tobacco or snuff? Elem41. In the past month, did you smoke a cigarette?	MS A34-36/HS A35-36. During life, times tried a cigarette, smokeless tobacco? MS A50, 51, 57/HS A61-62, 72. Past 30 days, days did you use a cigarettes, smokeless tobacco? Smoke at school?
59. How much of a problem at this school is harassment or bullying among students?	Elem23. During the past year, how many times have you spread mean rumors or lies about other kids at school? Elem25. Do other kids at school spread mean rumors about you? Elem50. Have other kids at your school ever teased you about what you body looks like?	MS A85-87/HS A103-105. Past 12 months, times, on school property, have you had mean rumors or lies spread about you, had sexual jokes, comments, or gestures made to you, been made fun of because of your looks of the way your talk? MS A95-100/HS A113-118. Past 12 months, times on school property were you harassed or bullied about your race/ethnicity, religion, gender, sexual preference, disability, other reason.
60. How much of a problem at this school is physical fighting between students?	Elem24. Do other kids hit or push you at school when they are not just playing around?	MS A82-84/HS A100-102. Past 12 months, times on school property been pushed, shoved, slapped, hit, or kicked by someone who wasn't just kidding around, been afraid of being beaten up,, been in a physical fight?
62. How much of a problem at this school is racial/ethnic conflict among students?		MS A95/HS A113. Past 12 months, times on school property harassed or bullied about your race/ethnicity

School Climate Survey 2008/09 Item	Related CHKS 2008/09 Elementary Item	Related CHKS 2008/09 Secondary Item
63. How much of a problem at this school is student depression or other mental health problems?		MS A106/HS A123. During the past 12 months, did you ever feel so sad and hopeless almost everyday for two weeks or more that you stopped doing some usual activities?
66. How much of a problem at this school is gang related activity?		MS A104/HS A121. Do you consider yourself a member of a gang?
67. How much of a problem at this school is weapons possession?	Elem26, 27. Past year, ever bring a gun or knife to school? …see another kid with a gun or knife at school?	MS A91-94/HS A110-112. Past 12 months, times at school you carried a gun, carried any other weapon, been threatened or injured with a weapon, seen someone carrying a gun, knife, or other weapon?
68. How much of a problem at this school is vandalism (including graffiti)?		MS A90/HS A108. Past 12 months, times damaged school property on purpose?
69. How much of a problem at this school is theft?		MS A88/HS A106. Past 12 months, times at school had property stolen/ damaged?
Learning Supports Module Personnel		
LSM 4. This school has sufficient resources to create a safe campus.		MS A101/HS A120. How safe do you feel when you are at school?
LSM 5. This school has sufficient resources to address substance use prevention needs.		C14. How likely would a student find help at school to stop/reduce AOD use?
LSM 7. This school punishes first-time violations of alcohol or other drug policies by at least an out-of-school suspension.		C15. How likely will a student be suspended if caught at school using or possessing drugs?
LSM 8. This school enforces zero tolerance policies.		C15. How likely will a student be suspended if caught at school using or possessing drugs?
LSM 9. This school seeks to maintain a secure campus through such means as metal detectors, security guards, or personal searches.		Compare with prevalence of weapons possession at school, A110-112.
LSM 10. This school provides effective confidential support and referral servic- es for students needing help because of substance abuse, violence, or other problems (e.g., a Student Assistance Program).		C14. How likely would a student find help at school to stop/reduce AOD use?

APPENDIX 3: COMPILATION OF LINKS

This section of the appendices lists all links from the Workbook.

Closing The Achievement Gap

» Schools Moving Up (Archived Webinar)—Promising Practices for African American and Hispanic Students
www.schoolsmovingup.net/cs/smu/view/e/61

» Schools Moving Up (Archived Webinar)—Closing the Learning Gap: Steps That Work
www.schoolsmovingup.net/cs/smu/view/e/3368

» The Achievement Gap Initiative at Harvard University Mission is to help raise achievement for all children
www.agi.harvard.edu

» Closing the Achievement Gap
Latino Educational Opportunity Reports 2007
African American Educational Opportunity Reports 2007
www.closingtheachievementgap.org/cs/ctag/print/htdocs/research_library.htm

» New Horizons for Education: Multicultural Education
www.newhorizons.org/strategies/multicultural/front_multicultural.htm#a

» The Linguistically Diverse Classroom
www.voicesineducation.org

» Addressing Racial Disparities in High-Achieving Suburban Schools NCREL report by Ronal Ferguson
www.ncrel.org/pubs/html/pivol13/dec2002b.htm

» Cesar E. Chavez High School: High Expectations, Empowerment, and Excellence, School Improvement, Climate & Culture; Gonzalez, Saul 04/22/2009
www.schoolsmovingup.net/cs/smu/view/e/3675

» Programs that promote equity, access, participation for all students in AZ, CA, and NV.
www.equityallianceatasu.org

» Student Well-being and the Academic Progress of Schools
School Improvement Climate & Culture; Hanson, Tom 12/10/2003
www.schoolsmovingup.net/cs/smu/view/e/62

» Minority Student Achievement Network (MSAN) is a national coalition of multiracial, suburban–urban school districts that seek solutions to gaps in their district
www.msan.wceruw.org

- » Teaching Tolerance is a project of the Southern Poverty Law Center
  www.tolerance.org

- » Data Use and Teacher Collaboration: One School's Success Story; Gulden, Michael 01/30/2008
  www.schoolsmovingup.net/cs/smu/view/e/2405

- » Ideas in Action: Central Union High School; Jones, Emma 01/16/2008
  www.schoolsmovingup.net/cs/smu/view/e/2390

- » Ideas in Action: Baldwin Academy; Wilson, Bonnie 12/05/2007
  www.schoolsmovingup.net/cs/smu/view/e/2387

- » Closing the Achievement Gap—Achieving Success for All Students
  www.closingtheachievementgap.org

- » Concerned Black Men National Organization
  www.cbmnational.org/resources/resources

- » The Institute for Research and Reform in Education (IRRE)
  www.irre.org

- » National Education Association (NEA)
  www.nea.org/home/AchievementGaps.html

- » National Education Association Foundation
  www.neafoundation.org/closingthegap_resources.htm

- » National Governor's Association (NGA)
  www.subnet.nga.org/educlear/achievement/index.html

- » The Vanderbilt Achievement Gap Project
  www.peabody.vanderbilt.edu/x7557.xml

Special Education

- » Individuals with Disabilities Education Act:
  www.cpacinc.org/pdfs/IEPs%20Team.pdf

- » National Dissemination Center for Children with Disabilities
  www.nichcy.org

- » Individual Education Planning: A Handbook for Developing and Implementing IEPs
  www.edu.gov.mb.ca/metks4/instruct/specedu/iep/index.html

- » IEP Meeting Strategies:
  www.ped.state.nm.us/seo/iep/f6.meeting.prep.pdf

» Tips for Meeting Management:
www.humanresources.about.com/od/meetingmanagement/a/meetings_work.htm

» How To Make Meetings Work in a Culturally Diverse Group:
www.casagordita.com/diverse.htm

» LD Online (7 Habits of Highly Effective IEP Teams)
www.ldonline.org/article/seven_habits_of_highly_effective_IEP_teams

» Provides examples or case studies of "what works" including specifics on what a Californian district has done to solve scheduling issues; e.g., San Jose USD (SEIS):
www.seis.org

» LA USD (Welligent):
www.welligent.com

» Teachers' section of National Research Center on Learning Disabilities:
www.nrcld.org/topics/teachers.html

» Response To Interventions and Cultural Considerations (IRIS Podcast):
www.iris.peabody.vanderbilt.edu/resource_podcast/episode_05_Baca.html

» National Center for Culturally Responsive Education Systems:
www.nccrest.org

» Case Study: Response To Interventions: Data-based Decision-Making:
www.iris.peabody.vanderbilt.edu/case_studies/ICS-012.pdf

» Equity Alliance at ASU:
www.equityallianceatasu.org/ea/learning-carousel

» Review special education Stories from the Front Line CTA:
www.cta.org/issues/idea/Special_Ed_Stories.html

» Teachers' section of National Research Center on Learning Disabilities:
www.nrcld.org/topics/administrators.html

» Expand Student Participation on IEP:
www.onthesameteam.org/who_invited_him.html

» Building collaborative special education relationships between home and school:
www.onthesameteam.org

» Teachers' section of National Research Center on Learning Disabilities:
www.nrcld.org/topics/administrators.html

» Ventura County CAREs:
www.vcoe.org/hth/Resources/VenturaCountyCAREs/tabid/1618/Default.aspx

» Equity Alliance: Webinar 5/28/09. Building Inclusive Schools:
www.equityallianceatasu.org/webinar/052809

» Teaching Special Kids: Online Resources for Teachers:
www.education-world.com/a_curr/curr139.shtml

» Introduce Strategies : High Expectations:
www.education-world.com/a_admin/columnists/bell/bell003.shtml

» Universal Design/Access:
www.cast.org/index.html

» AAC Resources:
www.specialed.about.com/od/augmentativecommunication/a/UseACC.htm

» Read, distribute and submit Special Education Success Stories:
www.wickedlocal.com/ghs-newsservice/news/x676138662

» Ten Strategies for Creating a Classroom Culture of High Expectations:
www.sreb.org/programs/hstw/publications/pubs/04V03_Ten%20Strategies.pdf

» Peer Review of Special Education Services:
www.seattleschools.org/area/strategicplan/special_ed_summary.pdf

» Webinars and Resources:
www.cacompcenter.org/cs/cacc/print/htdocs/cacc/cma.htm

» Access and incorporate National Instructional Materials Accessibility Standard (NIMAS)
National Instructional Materials Access Center (NIMAC):
www.nimas.cast.org/about/resources/sea_sped

» Seek funding to maintain systems/programs via ARRA Stimulus Funds: Q & A:
www.cec.sped.org/Content/NavigationMenu/PolicyAdvocacy/CECPolicyResources/Econom-
icStimulus/Stimulus_Q_A.htm

» Access Para-professionals Training Manuals:
www.nrcpara.org/training

» Radio TICAL: A Collaborative Principal: In and Out of Program Improvement and His Recipe
for Success (Redding, CA):
www.portical.org/podcasts/?p=226

» Asking the Right Questions: A School Change Toolkit, Guiding School Change through
Inquiry: A Systemic Reform Support System:
www.mcrel.org/toolkit

» Access Para–professionals Training Manuals:
www.nrcpara.org/training

» Tools for School-Improvement Planning:
www.annenberginstitute.org/Tools/tools/index.php

- » Review California District strategies for paraprofessional training:
  www.ctc.ca.gov/educator-prep/para
  www.nectac.org/topics/personnel/paraprof.asp

- » The Working Group Report on Special Education in the Santa Monica-Malibu Unified School District 4/23/09
  www.smmusd.org/special_education/pdf/SPEDWorkingGroup.pdf

- » ADD-Attention Deficit Disorder
  www.add.about.com/health/add/library/weekly/aa012598.htm

- » California Association of Resource Specialists Plus
  www.carsplus.org

- » Collaborative Teaching: Special Education for Inclusive Classrooms
  www.parrotpublishing.com

- » Council for Exceptional Children (CEC)
  www.cec.sped.org

- » Inclusion: School as a Caring Community
  www.ualberta.ca/~jpdasddc/inclusion/schoolcaring/intro.htm

- » IDEA 2004 (PL 108-446)
  www.copyright.gov/legislation/pl108-446.html#306

- » Individual Education Planning: A Handbook for Developing and Implementing IEPs
  www.edu.gov.mb.ca/metks4/instruct/specedu/iep/index.html

- » LD Online Seven habits of highly effective IEP teams
  www.ldonline.org/ld_indepth/iep/seven_habits.html

- » National Association of State Directors of Special Education Web Site on IDEA
  www.aph.org/advisory/nasdse.html

- » National Association of School Psychologists
  www.nasponline.org/advocacy/index.aspx

- » National Association of State Directors of Special Education
  www.nasdse.org

Migrant Education

- » Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary Schools (Aida Walqui) WestEd
  www.wested.org/cs/we/view/rs/564

- » Bridging Cultures Between Home and School Institute (WestEd)
  www.wested.org/cs/we/view/serv/94

- » Access and Engagement: Program Design and Instructional Approaches for Immigrant Students in Secondary Schools (Aida Walqui) WestEd
  www.wested.org/cs/we/view/rs/564

- » Bridging Cultures Between Home and School Institute (WestEd)
  www.wested.org/cs/we/view/serv/94

- » Quality Teaching for English Learners: High Challenge and High Support Schools Moving Up (Archived Webinar)
  www.schoolsmovingup.net/cs/smu/view/e/3095

- » 9th—12th grade guide that provides students with an understanding of local health concerns of migrant workers
  www.cesarechavez.org/uploads/HealthIssues.pdf

- » The Migrant Student Information Network (MSIN) Intranet
  www.msin.webexone.com

- » California Department of Education—Migrant Education
  www.cde.ca.gov/sp/me/mt

- » California Migrant Education Program
  www.calmigranted.org

- » US Department of Education—Migrant Education
  www.ed.gov/about/offices/list/oese/ome/index.html

- » Cesar E. Chavez Foundation
  www.cesarechavez.org

- » UCLA Statewide Migrant Student Leadership Institute
  www.centerk.gseis.ucla.edu/msli.htm

- » Mini-Corps Program
  www.bcoe.butte.k12.ca.us/minicorps

- » Eastern Stream Center on Resources and Training (ESCORT)
  www.escort.org/

- » The Migrant Student Information Exchange (MSIX)
  https://msix.ed.gov/

- » Migrant Health Promotion
  www.migranthealth.org

- » National Alliance for Migrant Health
  www.hispanichealth.org

- » Federal Migrant Education Resource Center
  www.mercweb.org

APPENDIX 4: PROTECTIVE FACTOR STRATEGIES

The following is a summary list of all Protective Factor strategies recommended in this Workbook. This list can provide additional examples of how Caring Relationships, High Expectations and opportunities for Meaningful Participation can be developed and enhanced in the Classroom, School and at the District.

Caring Relationships

Classroom

» Ask for or offer to be a mentor/team teacher (CR, MP)

» Build a sense of community in the school and classroom that is committed to all students being invited, valued, and included (CR)

» Consciously watch how and what you say to your class. Being aware of the positive way you are communicating makes it easier to continue these actions (CR, MP)

» Create focus groups of teachers and other adult staff to discuss these findings and explore their ideas for making the school climate and policies more supportive of their work. Act on teacher recommendations (CR).

» Create small groups of staff who can work as a team to be available to students (CR)

» If there is a language issue make sure your body gestures convey your intentions i.e. smile, eye contact, nod (CR, MP)

» Keep an open door policy with students. Allow them to come to you for advice/concerns. If need be select a specific time/day when you can be reached. If language is an issue have a bilingual teacher be available for the next scheduled meeting (CR)

» Keep an open door policy with students. Allow them to come to you for advice/concerns. If need be select a specific time/day when you can be reached. If language is an issue have a bilingual teacher be available for the next scheduled meeting (CR)

» Learn the names of students and their life contexts (CR)

» Make one-to-one time with students (CR)

» Make personal contact with students every day—something as simple as a hello or a smile (CR)

» Pay attention and actively listen to students (CR)

» Remind/thank service providers often for keeping to schedule and minimizing disruptions (CR)

» Take time to chat with all students outside the classroom (CR)

» Use team-teaching (CR)

School

» Be available to students by having an open-door policy where students feel comfortable dropping in if they need help or just want to talk (CR)

» Create a school climate task force consisting of students, teachers, and other adults in the school who continually assess the quality of the school environment (CR)

» Create focus groups of teachers and other adult staff to discuss these findings and explore their ideas for making the school climate and policies more supportive of their work. Act on teacher recommendations (CR)

» Create structures so teachers have more time for collegial decision-making and planning (CR)

» Institute mentoring by teachers, other adults in school, older high school and college students, and community volunteers (CR)

» Organize school-wide retreats (CR)

» Organize teacher support groups (CR)

» Provide new teacher mentoring (CR)

» Read resilience research and literature (CR, HE, MP)

» Set up peer support networks in the classroom/school to help new students to acclimatize and be aware if all services/programs available to them (CR, MP)

» Share success stories and give updates on resilience research and literature during staff meetings (CR, HE, MP)

» Talk with all students to see how they access care/support. Highlight what is being done in your grade, subject or area to the rest of the school (CR, MP)

» Thank administrators and staff often for implementing strategies to minimize disruptions (CR)

» Use migrant education and new-to-school students to the schools as focus groups for gauging current ability of school to increase all students awareness of and access to all services/programs (CR, MP)

District

» Analyze issues to see if there are statewide patterns (CR)

» Ask WestEd to compare other districts responses to the same items and/or ask WestEd to search for sites that have alleviated this issue (CR)

» Build into contracts time for meetings that are held outside contract hours (CR)

» Continue to survey (CSCS SESM) to assess effectiveness (CR, HE, MP)

- » Create district-wide staff support groups (CR)

- » Create mentoring programs that connect community adults to students in your school—increasing substantially the number of adults in the community who learn about young peoples' lives and their challenges as well as youths' incredible strengths and capacities (CR)

- » Develop central schedule for selected meetings (CR)

- » Develop district policies on acceptable instruction time, interruptions (CR)

- » Document the effectiveness of policy implementation (CR)

- » Educate school community and district personnel about the protective role of caring relationships—and why attention to supporting the "health of the helper" is important in healthy youth development and successful learning (CR)

- » Establish schools or school-within-a-school (CR)

- » Form collaborations with other districts on recommendations for CA standardization of paperwork (CR, MP)

- » Invite community agencies to create either onsite or offsite afterschool programs (CR)

- » Invite community volunteers to read to students in classrooms and over the PA system - a great way to promote caring and support along with literacy! (CR)

- » Publish an article in a statewide newsletter (e.g. Special Edge) honoring "IDEAS that work." (CR, MP)

- » Reduce the teacher-student ratio through cooperative learning and inviting in older peer helpers, family, and community volunteer (CR)

- » Review CSCS results and Special Education Report results for all schools in your district. Do results differ? Is there a school that is displaying strong collaboration amongst staff? If so reach out to this school, find out what they are doing and allow them to promote what they do via district training (CR, MP)

- » Seek comparisons from various school sites in your district to se if issue is district-wide or if some sites have developed effective alternatives (CR)

- » Welcome community volunteers into the school who can work one-on-one and in small groups with the youth, thus increasing substantially the number of adults in close relation-ship with youth (CR)

- » Work to standardize forms across districts (CR)

- » Create "dialogue nights" where adults and youth can talk together in an atmosphere of mutual trust and safety (CR, HE, MP)

- » Hold a student focus group with community agencies to explore RYDM community data (CR, HE, MP)

» Host a parent information session (at appropriate time) around mental health care (CR, MP)

» Seek a community-liaison officer/volunteer to make sure all communities are aware of services (CR, MP)

High Expectations

Classroom

» Brag and encourage them (HE)

» Differentiate instruction and goals (HE)

» Document effectiveness of ongoing training in coaching modeling, teaming, co-teaching (CR, HE)

» Give students encouraging messages like, "You can make it; You have everything it takes to achieve your dreams, and I'll be there to support you." (HE)

» Highlight successes (HE)

» Individualize teaching and learning (CR, HE)

» Make visits to college campuses available to all students, not just a select few (HE)

» Teachers and other school adults can model the language of success to all students - "When you graduate…," and "When you go to college…" (HE)

» Train all teachers in simple methods for data collection; analysis; and appropriate assessment of content (HE)

» Use praise (HE)

School

» Challenge the myths held about certain groups of children and youth— especially those who are poor, non-white, and non-English-speaking (HE)

» Engage in schoolwide dialogue about co-teaching and high expectations for all students (CR, HE)

» Focus on curriculum that is thematic, experiential, challenging, comprehensive, and inclusive of multiple perspectives (HE)

» Make visits to college campuses available to all students, not just a select few (HE)

» Plan trainings in resilience, youth development, and assets to help change deeply held beliefs about students' capacities (HE)

» Provide training on supports & accommodations (HE)

» Read resilience research and literature (CR, HE, MP)

» Share success stories and give updates on resilience research and literature during staff meetings (CR, HE, MP)

» Teachers and other school adults can model the language of success to all students - "When you graduate…," and "When you go to college…" (HE)

» Train all teachers on appropriate service delivery models in the LRE (HE)

District

» Access and adapt assessment to better suit Special Education California Modified Assessment (HE)

» Continue to survey (CSCS SESM) to assess effectiveness (CR, HE, MP)

» Create "dialogue nights" where adults and youth can talk together in an atmosphere of mutual trust and safety (CR, HE, MP)

» Develop district policies to assure access to complete state adopted materials for all teachers, students (HE)

» Focus instruction on a broad range of learning styles and multiple intelligences, that builds from student strengths, interests, and experiences, and that is participatory and facilitative (HE)

» Focus student assessment on multiple intelligences, utilize authentic assessments, and foster self-reflection (HE)

» Gather data on graduation rates, set targets for subgroups including Special Education (HE)

» Group students in a heterogeneous manner, promoting cooperation, shared responsibility, and a sense of belonging (HE)

» Hold a student focus group with community agencies to explore RYDM community data (CR, HE, MP)

Meaningful Participation

Classroom

» Actively construct activities which focus on the skills/knowledge of migrant student population (culture, language) and places the migrant education student as the focus of the lesson/activity (MP)

» Actively target students on the margins to be included in all class and aware of all extra curricular activities (MP)

- » Ask for or offer to be a mentor/team teacher (CR, MP)

- » Ask questions that encourage self-reflection, critical thinking, and dialogue—especially around salient social and personal issues (MP)

- » Ask students their opinions on issues and classroom problems (MP)

- » Clearly define roles for team teaching (CR, MP)

- » Conduct a school-wide survey to Special Education and General Education roles and responsibilities, teachers and Para-Professionals (CR, MP)

- » Conduct Classroom Meetings (MP)

- » Consciously watch how and what you say to your class. Being aware of the positive way you are communicating makes it easier to continue these actions (CR, MP)

- » Create lessons/activities that illuminate the skills accessed by mobile migrant education students, i.e. awareness of varying cultures, languages, community support (MP)

- » Engage in technology support training (MP)

- » Engage students in setting their own goals as part of unit of work (MP)

- » Give students more opportunities to respond to questions (MP)

- » If there is a language issue have students team-up with bilingual students. Check on progress (MP)

- » Incorporate peer help in a range of subjects including health, biology and during extra curricula activities (MP)

- » Make learning more hands-on (MP)

- » Seek training opportunities to work with effectively with families & staff (CR, MP)

- » Talk with people to see what the issues are re paperwork & scheduling (MP)

School

- » Actively ensure that all students have information and access to all school activities (MP)

- » Actively target students on the margins to be included in all school extra curricular activities (MP)

- » Document the effectiveness of alternative options (MP)

- » Encourage community groups involved in physical activity/health into the school. Provide them and their activities as presence (MP)

- » Engage students—especially those on the margin—in a school climate improvement task force (MP)

» Establish peer helping/tutoring and cross-age mentoring/tutoring programs (MP)

» Expand/continue to expand collaboration within your school-community, including students (CR, MP)

» Hold meetings with key stakeholders to review strategies for coordinating meetings and paperwork (MP)

» Provide information to all students about access to school counseling and support. Find out why they haven't been taking part and plan around the issues e.g. Time schedule issue? Language issue? Lack of prior experience? Financial issue? (MP)

» Provide nutritional information, alcohol and drug use education materials in multiple languages for parents/guardians as well as students (MP)

» Provide time, venue and agenda for staff collaboration (MP)

» Raise the issue at a staff meeting and allow brainstorming session on alternatives that includes all staff (MP)

» Read resilience research and literature (CR, HE, MP)

» Set up peer support networks in the classroom/school to help new students to acclimatize and be aware if all services/programs available to them (CR, MP)

» Share success stories and give updates on resilience research and literature during staff meetings (CR, HE, MP)

» Support, promote and expect collaboration between Special Education and General Education (CR, MP)

» Talk with all students to see how they access care/support. Highlight what is being done in your grade, subject or area to the rest of the school (CR, MP)

» Use focus groups to ascertain why a group is not involved in some/all activities i.e. awareness, time, money, transport (MP)

» Use migrant education and new-to-school students to the schools as focus groups for gauging current ability of school to increase all students awareness of and access to all services/programs (CR, MP)

» Use the data and present how well your school is doing to parents/community (MP)

District

» A neighborhood mapping project gets youth actively engaged in identifying community assets which offer pro-youth resources, services and facilities (HE, MP)

» Actively engage and create Special Education teams district-wide (CR, MP)

» Address teaming/ collaboration (CR, MP)

» Continue to survey (CSCS SESM) to assess effectiveness (CR, HE, MP)

» Create "dialogue nights" where adults and youth can talk together in an atmosphere of mutual trust and safety (CR, HE, MP)

» Develop policy guidelines to reduce interruptions (CR, MP)

» Form collaborations with other districts on recommendations for CA standardization of paperwork (CR, MP)

» Form youth advocacy groups around issues like mental health and physical health (nutrition, alcohol, tobacco, etc). They give students the opportunity to examine local ordinances and learn how to become involved in systemic change (MP)

» Hold a student focus group with community agencies to explore RYDM community data (CR, HE, MP)

» Host a parent information session (at appropriate time) around mental health care (CR, MP)

» Promote what is occurring at your school-sites to a wider audience, via listservs, newsletters etc. (CR, MP)

» Provide information to all students about access to mental health care. Find out why they haven't been taking part and plan around the issues e.g. time schedule issue? Language issue? Lack of prior experience? Financial issue? (MP)

» Publish an article in a statewide newsletter (e.g. Special Edge) honoring "IDEAS that work." (CR, MP)

» Review CSCS results and Special Education Report results for all schools in your district. Do results differ? Is there a school that is displaying strong collaboration amongst staff? If so reach out to this school, find out what they are doing and allow them to promote what they do via district training (CR, MP)

» Seek a community-liaison officer/volunteer to make sure all communities are aware of services (CR, MP)

» Seek input from other school sites (regional/state) regarding how issue is resolved/alleviated (MP)