

## SCHOOL SELF-ASSESSMENT SURVEY TOOL

Score: In place=2; partially or willing to=1; not at all=0.

Score priority as: High/ Medium/ Low

1. Administration supports using attendance and suspension data to plan intervention strategies.
2. School has a group/team that meets regularly to review data, identify chronically absent students and plan intervention strategies.
3. Group/team members know who they are, their roles and schedule of meetings.
4. Group/team members reflect all levels of school staff.
5. School staff have capacity to provide positive behavior supports and interventions.
6. School has collaborative relationships with community-based mental health providers and other social service agencies.
7. School is welcoming to family and community members at all organizational levels.
8. School administration provides time and resources as needed for staff to receive training and coaching to implement agreed upon interventions and strategies, and time needed to advocate for and mentor students.

9. School administration demonstrates a commitment to youth voice and to facilitate and respond to student directed team meetings.
  
10. School embraces a philosophy of providing individualized services to youth, a commitment to inclusion and understanding disability and racial biases and has policies and procedures in place that support being a thinking organization and providing “unconditional care” when providing services to youth.

Survey prepared by Pat Halle, Inclusion Strategist, Baltimore, Maryland.  
Please feel free to modify and adapt for your purposes.  
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