Part 2: Domain E (Student learning and well-being)

Introduction

The quality of student support programmes influences success in teaching and learning and student well-being. These programmes should address learner needs - including identified learning challenges or special talents language support - counselling, guidance, health services, and access to well-being professionals. The nature and level of services should be determined by the school's guiding statements, the needs of the student body, and the age range of those enrolled.

Other important and influential factors when considering the standards in this domain are the school's admissions policy and procedures. They should be effective in ensuring that students who are admitted to the school can benefit from the school's programmes and services. The effectiveness of the admissions policy and procedures and the factors mentioned above will serve as the backdrop against which the school's ability to meet standards in this domain will be measured.

Use the attached document to help you take notes during your meeting with various stakeholder groups.

During the tour of the school

1. Is the general appearance and cleanliness of the campus satisfactory?
2. Do all school programmes that you observe have dedicated areas? Are they adequate?
3. Do the building and grounds allow for efficient movement of people?
4. Are there serious safety hazards in the facilities?
5. Are there any serious noise problems that cause disruption?
6. Are there areas of the school that have accessibility issues?
7. Are there adequate space, facilities, and equipment in the library, cafeteria, auditorium, small and large group areas, and classrooms?
8. Are the health facilities adequate to meet the needs of staff and students and ensure privacy?
9. Are the instructional spaces for students with learning challenges and special needs adequate?
10. Are spaces for guidance and counselling services adequate and private?

Self-Study committee responsible for Domain E

1. Have the services for students with academic challenges and/or special abilities changed in any significant ways since the self-study report was submitted? Please explain.
2. Does the listing of special needs services represent a complete and accurate account of what is currently available?
3. Are the services adequate to meet students' particular needs in the areas of learning support and provision for gifted and talented students?

4. Does the description of the English language support accurately reflect current services at the school?
5. How are parents and guardians informed about these services?
6. How are parents and students informed about individual programme provision and individual student achievement?
7. How are written student health policies and procedures distributed to parents and guardians?
8. Are the health, safety and security policies and procedures adequate, practiced and regularly reviewed? This includes:
    - Child protection/safeguarding
    - Anti-bullying
    - Behaviour
    - Risk assessment
    - Security
    - Access to healthcare
    - Critical incident, including evacuation and lockdown
    - Health education
    - Mental health education
    - Cyber-Safety
9. Does the school maintain adequate health records in order to make informed decisions about students' medical needs?
10. How is student progress in guidance and counselling reported to parents and guardians?
11. Describe the process used to refer a student for counselling (pastoral and careers/university).
12. Do post-secondary school graduation pathways meet the expectations of the parents?
13. Are community resources listed for health and counselling services current?
14. Which services does the school use most frequently?

Special Needs Personnel

1. How do admissions materials match the profiles of those students with special needs?
2. What diagnostic information does the school obtain during the admissions process to ensure that the learning needs of the student can be met?
3. How does the school refer students with academic difficulty for a diagnostic evaluation?
4. How does the school identify, monitor, and support students with social and emotional challenges?
5. How are the roles of the support services personnel identified and made known to the school community?
6. What is the role of the parent or guardian in the special education referral process?
7. Describe the instructional resources and written curricula provided to meet the needs of special education students.
8. What input do you have with respect to the budget for the special education programme?
9. What processes provide students with modifications to the regular education curriculum?
10. How is a student's progress mapped against their individual learning programme?
11. Describe the process to ensure that regular education and special education staff have sufficient time for common planning/ consultation and communicating with parents.
12. Does the current number of special needs teachers and support staff meet the needs of the student population? Describe the qualifications and levels of experience of these personnel.

13. How does the school make use of community resources to enhance access to the curriculum for students with learning needs?
14. How does the school utilise student assessment data to conduct an ongoing evaluation of the effectiveness of the learning support programme?
15. What strategies for improvement would you recommend to further enhance these services?

Language Support Services

1. How the current programme enable students to access the curriculum?
2. What is the current range of services and the components of the programme?
3. Are all language support personnel appropriately qualified?
4. What types of in-service training opportunities are provided to support all members of the faculty in meeting the needs of students who require language support?
5. Is the current number of language support personnel adequate for the number of students who require language support?
6. What additional resources are available to meet the need of these students?
7. How does the school encourage parents and guardians to continue the development of the student's home language?
8. How do the current services align with the information in the admissions materials?
9. What strategies for improvement would you recommend to further enhance this programme?

Guidance and Well-Being Support Staff

1. Provide some examples of how school leaders and teachers support the social-emotional well-being of students.
2. What is the organizational structure used in the school to support the social-emotional well-being of students?
3. What policies and procedures inform community members about well-being programmes and the process for accessing these programmes?
4. What is the orientation programme for new students and the transition plan for students leaving the school?
5. How would evaluate the effectiveness of the well-being support for students in the school?
6. How effective are the school's policies and procedures in providing security and protection in the use of digital media?
7. How effective are the school's child protection and safeguarding policies and procedures?
8. What links does the school have with external professional support?
9. What are the school's safeguards to ensure confidentiality of student information?
10. What strategies for improvement would you recommend to further enhance these services?

Career and Post-Secondary Guidance Personnel

1. What are the primary functions of the guidance programme personnel?
2. What are the duties and responsibilities of the guidance programme personnel?
3. Are these functions and tasks consistent with the information in the admissions materials?

4. Does the ratio of counsellors and advisory programme personnel to students allow you to effectively serve the school community?
5. What formal interactions do guidance counsellors and advisory programme personnel have with parents?
6. Describe the approach used by guidance counsellors to assist students in college/career planning.
7. What records do guidance counsellors and advisory programme personnel maintain for each student? How are these records stored, maintained, and accessed by those who need them?
8. What is the role of guidance counsellors in advocating for students who are experiencing academic difficulty?
9. What is the range of standardized tests available to students in seeking admission to institutions of higher learning? What is the role of the guidance counsellor in scheduling these assessments?

Health Services Staff

1. Describe the roles and responsibilities of each member of the health department.
2. How are parents informed about school requirements for health records and local health requirements?
3. What training is provided for teachers and other staff concerning responses to emergencies both on and off campus?
4. To what extent are health service staff involved in contributing to the health education programme?
5. How does the school help the school community understand and respond to potential health hazards in the immediate and broader community?
6. Do current policies and procedures and services adequately address the health and safety needs of the students on campus and during off-site activities?
7. What child protection/safeguarding training is provided for teachers and other staff?
8. How are child protection/safeguarding policies and procedures made known to parents and staff?
9. What are school's safeguards to ensure confidentiality of student information?
10. Are current health facilities adequate to support the teaching programmes?
11. What community resources are available to support school health services?
12. What process does the school use to record and monitor student health records in accordance with local health requirements?
13. What are some examples of programmes, services, and elements that promote healthy lifestyle choices?
14. What is the process for the ongoing evaluation of these services?
15. What strategies for improvement would you recommend to further enhance these services?

Students

1. How do students who are experiencing learning problems get extra help?
2. Does the school provide enough teachers to support students with special needs or language support?
3. Can you remember how the school measured your learning abilities and needs during the admissions process?

4. What is the student orientation programme like?
5. What community resources are available to you?
6. Who do you talk to if you are feeling upset or concerned about something?
7. How often do you meet with someone in the school to discuss your personal well-being?
8. What help is available to students who are experiencing social and emotional problems?
9. What services are provided to students through the health office/medical centre?
10. What changes would you suggest to improve the learning and language support, the guidance department, or the health services?

Parents

1. How does the school assist students who are experiencing academic difficulty? Is this support giving your student the opportunity to take full advantage of the school programme?
2. Does the school's student support programme match what is outlined in the admissions materials?
3. What is the school orientation process? How are parents involved in this process?
4. How does the school secure diagnostic information about your child during the admissions process?
5. What resources does the school provide to support unique talents and abilities of students?
6. How does the school encourage parents to continue to develop home language skills?
7. How does the school inform parents about student academic progress and performance on standardized tests and other forms of assessment?
8. How does the school involve parents in the process of post-secondary planning?
9. Are parents happy with the social/emotional well-being support provided by the school?
10. Does the school know your child as an individual?
11. To what extent have you been informed about the school's child protection policies and procedures?
12. How were you informed about school health requirements and emergency procedures?
13. Does the school offer a safe and secure environment for your child?
14. What recommendations would you offer to improve guidance, special needs, and language support, and student health services?