# Local Case Management Team Self-Assessment

School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date completed\_\_\_\_\_\_\_\_\_\_\_ Overall score\_\_\_\_\_/22

The LCMT Self-Assessment is intended to guide the team in evaluating their practices regarding 11 key indicators of effective Local Case Management Teams. For each indicator, the team should score their team/school a 2 (fully in place), 1 (partially in place), or 0 (not in place), considering the descriptions for each score. The team should then identify 2-3 action items for improvement.

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| Indicator | 2 | 1 | 0 |
| Members | Team includes appropriate representation including administrator, grade/department representation, special education teacher, counselor/school psychologist, parent/student input (age appropriate), and other appropriate individuals (attendance secretary, instructional coach, etc.) and attendance is at least 80% | At least half but not all positions are represented on team and/or members attend less than 80% of meetings | Less than half of positions are represented. |
| Frequency | Team meets weekly | Team meets at least 2x/month | Team meets less than 2x/month |
| Structure | Roles are defined including facilitator, minute-taker (using agenda), and time-keeper. Process for student referral and follow-up is clearly defined and communicated | Some but not all roles defined or process for referral or follow-up not used consistently | Roles not defined and/or no process defined for referral or follow-up |
| Interventions | Team can provide evidence of use of proactive and responsive evidence-based interventions in behavior (Least-Restrictive Behavior Interventions manual) and academic interventions | Team can provide evidence of use of evidence-based interventions in academics or behavior but not both | Team cannot provide evidence of use of evidence-based interventions in academics or behavior |
| Data | Team uses screening data (e.g., early warning system, DIBELS, ENCORE, office discipline referrals) to identify struggling students, fidelity data to measure implementation, and outcome data to measure impact of interventions for students | Team uses screening, fidelity, and outcome data inconsistently | Team does not use data to identify students or measure implementation and/or impact of interventions |
| School Policies | School adheres to state, district, and school policies to implement preventative practices in academics and behavior (Positive Behavior Supports) *and* LCMT makes adjustments and accommodations for students where appropriate | School has adheres to state (e.g., legislative rule 277-609), district, and school policies to implement preventative practices in academics and behavior (positive behavior supports) | School has policies that conflict with district or state policies around academic and behavior supports, or policies are not implemented appropriately |
| Discipline | Team has well-defined plan for documenting and responding to discipline referrals that is consistently used and communicated to all staff | Team has well-defined plan for discipline referrals but no evidence of it being used consistently (across all grade-levels or departments) or communicated to all staff | Team does not have well-defined plan for discipline referrals |
| Academic Intervention | Team has well-defined plan for documenting and responding to academic referrals that is consistently used and communicated to all staff (e.g., credit recover for secondary, identified tier 2 interventions)  | Team has well-defined plan for academic referrals but no evidence of it being used consistently (across all grade-levels or departments) or communicated to all staff | Team does not have well-defined plan for academic referrals |
| Documentation | Team uses consistent process for documenting discipline decisions, interventions, attendance, and citizenship in ENCORE | Team is inconsistent in documenting data or does not document in at least two but not all areas listed in ENCORE | Team documents less than two areas listed in ENCORE |
| Follow Up | Team uses consistent process for staff to report back on intervention implementation and student response to intervention (i.e., who will do what by when and how will intervention fidelity and outcomes be measured) | Team has process for follow up that address fidelity or outcomes but not both | Team does not have consistent process for follow up on identified interventions |
| Resources | School team and all faculty can identify available school, district, and community resources and how to access them (e.g., student and family resources, community programs, school-wide incentive programs, Least Restrictive Behavior Interventions manual) | School has access to resources but not all team members and/or faculty are aware of how to access them | School team can’t identify school, district, or community resources |

Considering your scores, identify 2-3 list action items (who will do what by when) to address areas of needed improvement

Action item 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Action item 2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Action item 3:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_