



Essential Element 6: A Network of Academic and Personal Support

A network of academic and personal support available for all students.

Every young adolescent needs access to a system that supports both academic achievement and personal development.

Middle-level students need academic and personal support as they experience the changes associated with the transition from childhood to adolescence and from elementary school to high school.

Academic and personal support includes:

- 6.1** Adults and older youths to provide positive role models and constant affirmation and recognition.
- 6.2** Respect and caring to engender a feeling of self-worth, self-confidence, and personal efficacy.
- 6.3** Opportunities to examine, explore, discuss, and understand the changes associated with early adolescence.
- 6.4** Counseling and guidance services to assist students and their families in making life, career, and educational choices.
- 6.5** A system of two-way communication between the school and the parents and families of its students.
- 6.6** A process for informing parents, families, and community groups of the essential role they play in ensuring students attend school and access available services, in expanding and enhancing venues for significant learning, in promoting youth development, and in supporting positive school change.
- 6.7** A network of trained professionals, special programs, and community resources available to assist those who have extraordinary needs and require additional services to cope with the changes of early adolescence and/or the academic demands of middle-level education. Schools need to collaborate and cooperate with other human service agencies in the community.
- 6.8** An adult mentor in addition to a guidance counselor, either formally through a teacher/student, advisor/advisee program or informally through a school culture of caring in which teachers or other adults assume responsibility for individual students.

6. A network of academic and personal support available for students.				
Criteria	1	2	3	4
<i>6.a The degree to which academic and personal support include opportunities to examine, explore, discuss and understand the changes associated with early adolescence, explore, discuss and understand the changes associated with early adolescence.</i>	Opportunities for students to examine, explore, discuss and understand the changes associated with early adolescence do not exist or are limited to their own understanding, perceptions and experiences.	Opportunities for students to examine, explore, discuss or understand the changes associated with early adolescence are limited to a unit within a course or as a special event.	Opportunities for students to exam, explore, discuss or understand the changes associated with early adolescence are limited to a particular course or the guidance and counseling program.	Multiple and diverse opportunities exist within and across courses and programs for students to examine, explore, discuss and understand the changes associated with early adolescence.
<i>6.b The degree to which academic and personal support include counseling and guidance services to assist students in making life, career, and educational choices.</i>	Counseling and guidance services do not exist or are limited to a single individual.	Counseling and guidance services tend to reflect regulatory or management needs and often are conducted separately from the instructional program.	Counseling and guidance services are connected to the instructional program with planned collaboration among teachers and student support staff.	Counseling and guidance services are integrated in the whole school program with the staff sharing responsibility for the development of all students.

Comments:

6. A network of academic and personal support available for students (con't).

Criteria	1	2	3	4
<p><i>6.c The degree to which academic and personal support includes a network of trained professionals, special programs and community resources available to assist those who have extraordinary needs and require additional services to cope with the changes of early adolescence and/or the academic demands of middle level education</i></p>	<p>There is no network to meet the needs of the students.</p>	<p>Students receive services from a variety of trained professionals and resources but there is little or no coordination between school-based and community-based agencies.</p>	<p>A network of trained professionals, resources, and services between the school and the community-based agencies provides the necessary services to students needing them in a coordinated fashion.</p>	<p>A network of trained professionals, resources, and services provides the necessary prevention and intervention services to students and their families in a coordinated manner.</p>
<p><i>6.d The degree to which the support system promotes school/community partnerships and involves members of the community in school activities and initiatives, empowering and encouraging them to contribute and make decisions that benefit students.</i></p>	<p>There are no partnerships among community organizations and leaders. Every agency that works with the school works independently.</p>	<p>Existing partnerships with community organizations and leaders primary purpose is to provide monetary or material support to the school. These partnerships are often temporary and provide limited opportunity for students to contribute to their community through service learning.</p>	<p>In addition to providing monetary or materials support, some partnerships expand to include student learning and provide opportunities for students to contribute to their community.</p>	<p>A well established, collaborative network of local community organizations and leaders partner with the school to provide monetary or material support, expand student learning experiences and give students opportunities to contribute to the community through service learning, etc.</p>

Comments:

