

**NEW ENGLAND ASSOCIATION OF
SCHOOLS AND COLLEGES, INC.**



SELF-STUDY GUIDE

6

SCHOOL RESOURCES FOR LEARNING

**FOR 2013 SCHOOLS
COMMISSION ON PUBLIC SECONDARY SCHOOLS**



School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support. The school is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school's core values and beliefs. Student support services enable each student to achieve the school's 21st century learning expectations.

1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.
2. The school provides information to families, especially to those most in need, about available student support services.
3. Support services staff use technology to deliver an effective range of coordinated services for each student.
4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
 - deliver a written, developmental program
 - meet regularly with students to provide personal, academic, career, and college counseling
 - engage in individual and group meetings with all students
 - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
5. The school's health services have an adequate number of certified/licensed personnel and support staff who:
 - provide preventative health services and direct intervention services
 - use an appropriate referral process
 - conduct ongoing student health assessments
 - use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
6. Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
 - are actively engaged in the implementation of the school's curriculum
 - provide a wide range of materials, technologies, and other information services in support of the school's curriculum
 - ensure that the facility is available and staffed for students and teachers before, during, and after school
 - are responsive to students' interests and needs in order to support independent learning
 - conduct ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
- collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations
 - provide inclusive learning opportunities for all students
 - perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

Directions for the Committee on School Resources for Learning

This Standard Committee is charged with the responsibility of developing a document that demonstrates the extent to which the school is adhering to the Standard for Accreditation on School Resources for Learning. Committee members should remember that the process of determining adherence to the Standard is a reflective one. As evidence is gathered and discussed, the Committee's conclusions may change and evolve, be altered and refined. Once the evidence has been fully discussed and conclusions have been finalized, the Committee will begin the writing of the Narrative. The final step in the process is for the Committee to write an Executive Summary and to assess the extent to which the school is adhering to the Standard using the Rating Guide. This rating, and the Committee's list of strengths and needs for the Standard, will become part of the Executive Summary.

I. Gaining an Understanding of the Standard and Preparing to Begin

- A. Make a copy of this Self-Study Guide for each member of the Standard Committee from the website: <http://cpss.neasc.org>.
- B. Read and discuss the Standard for Accreditation on School Resources for Learning so that all members of the Standard Committee develop a common understanding of the effective practices in the Standard. The Standard is comprised of both the narrative portion and the numbered indicators. The concepts in the narrative portion are manifested through the indicators. The first three indicators in this Standard examine student support services holistically while the remaining four indicators address specific program and service areas. As part of your discussion, use the guiding questions from the document, *Explanation of the Standards for Accreditation*. Additional information is available in the bibliography which is organized by Standard and by Indicator. Both documents can be located at <http://cpss.neasc.org> under the "Getting Started" tab.
- C. Engage all members of the Committee in an activity to identify (imagine) what practices one would see for each indicator at a school which was meeting the School Resources for Learning Standard at the highest level. For example, with regard to Indicator #2, Committee members might suggest the following:
 1. the school provides information on a regular basis to all parents/families related to each of the student support services available;
 2. student support services personnel make concerted efforts to communicate information about programs and services to families of students who are most in need of this information;
 3. detailed information about student support services is available on the school's website and in the Program of Studies;
 4. information about applicable student support services is shared at parent conferences and at formal presentations for parents/families;

5. once the practices have been generated, assess the practices using the Standard's Rating Guide in the acceptable and exemplary categories on page 17 of this booklet.
- D. Engage all members of the Committee in an activity to review the Rating Guide for the Standard on School Resources for Learning. Assess the extent to which the school is adhering to the Standard using the Rating Guide. Pay particular attention to the deficient rating. The Committee should report any and all areas of deficiency to the Steering Committee.

II. Collecting Data Related to the Standard on School Resources for Learning

A. Data Already Gathered

1. State Report

Examine your school's state report for its implications related to the Standard on School Resources for Learning. Identify the indicators in the Standard for which the specific data in the report is relevant.

2. Opinion Surveys

Review the results of the Endicott College opinion surveys administered to parents, students, and teachers with regard to each indicator in this Standard.

B. Data to be Gathered by the Committee

1. Gather the following information as evidence you will need later in this process. You will eventually need to **attach this evidence to the self-study narrative essay**.

Indicator 1

The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students that support each student's achievement of the school's 21st century learning expectations.

- a. A list of student support services which enable each student, including at-risk and identified students, to achieve the school's 21st century learning expectations (6.1)
- b. A description of the coordination among and between these services (6.1)

Indicator 2

The school provides information to families, especially to those most in need, about available student support services.

- c. A list of all student support services by program area, including intervention strategies for all students (6.1 and 6.2)
- d. A description of outreach efforts conducted by support services personnel (6.2)

2. Gather the following information as evidence you will need for each indicator in the Standard (as noted in parenthesis). **You are required to organize this evidence and make it available in the workroom at the school for use by the visiting committee.** *Please note: It is possible that you may not find evidence for all indicators.*

Indicator 3

Support services staff use technology to deliver an effective range of coordinated services for each student.

- e. Evidence of technology resources used by counseling services personnel, health services personnel, library/media services personnel, and special education service personnel to deliver an effective range of coordinated services (6.3)

Indicator 4

School counseling services have an adequate number of certified/licensed personnel and support staff who:

- *deliver a written, developmental program*
 - *meet regularly with students to provide personal, academic, career, and college counseling*
 - *engage in individual and group meetings with all students*
 - *deliver collaborative outreach and referral to community and area mental health agencies and social service providers*
 - *use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations*
- f. A list of all certified/licensed counseling personnel and support staff with a brief description of the roles and responsibilities of each individual's position (6.4)
- g. A list of the types of information communicated to families for each of the following student support service areas: counseling; health services; library/media services; and special education, 504, and ELL students (6.4)
- h. A copy of the developmental counseling services program/curriculum (6.4)
- i. An explanation of the amount of time individual counseling personnel spend in one-to-one meetings with students in each grade level for whom each is responsible to provide personal, academic, career, and college counseling (6.4)
- j. An explanation of the amount of time counseling personnel meet with students in group sessions (6.4)
- k. A list of the local area mental health and social service agencies with which the school has a partnership/direct affiliation (6.4)
- l. A list of examples of the types of collaborative outreach and referrals made by counselors (6.4)
- m. Examples of the types of assessment data, including feedback from the school community, counseling personnel use to improve services and ensure that each student achieves the school's 21st century learning expectations (6.4)
- n. A description of the changes made using data to improve counseling services and to ensure that each student achieves the school's 21st century learning expectations

Indicator 5

The school's health services have an adequate number of certified/licensed personnel and support staff who:

- *provide preventative health services and direct intervention services*
 - *use an appropriate referral process*
 - *conduct ongoing student health assessments*
 - *use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations*
- o. A list of the certified/licensed health services personnel with a brief description of the roles and responsibilities of each individual's position (6.5)
- p. A description of all on-going, preventative, and direct intervention services provided by health services (6.5)
- q. A description of the health services referral process (6.5)
- r. A list of agencies to which students may be referred for additional services (6.5)
- s. A description of the types of assessment data used, including feedback from the school community, to improve services and ensure that each student achieves the school's 21st century learning expectations (6.5)
- t. A description of changes made in response to the use of assessment data to improve health services and ensure that each student achieves the school's 21st century learning expectations (6.5)

Indicator 6

Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:

- *are actively engaged in the implementation of the school's curriculum*
 - *provide a wide range of materials, technologies, and other information services in support of the school's curriculum*
 - *ensure that the facility is available and staffed for students and teachers before, during, and after school*
 - *are responsive to students' interests and needs in order to support independent learning*
 - *conduct ongoing assessment, using relevant data including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations*
- u. A list of the certified/licensed services personnel and support staff including a brief description of the roles and responsibilities of each individual (6.6)
- v. A description of the ways in which library/media services are integrated into the school's curriculum and instructional practices (6.6)
- w. Examples which document how library/media services personnel are actively engaged in the implementation of the school's curriculum (6.6)
- x. An inventory of print materials, non-print materials, computer hardware and software, and other resources that support the school's curriculum (6.6)
- y. Details of the operating hours of the facility, including before, during, and after school (6.6)

- z. A description of services available that support independent learning and demonstrate students' needs and interests are being met (6.6)
- aa. A description of assessment data used, including feedback from the school community, to improve library/ media services and ensure that each student achieves the school's 21st century learning expectations (6.6)
- bb. Examples of changes made in response to use of assessment data to improve library/ media services and ensure that each student achieves the school's 21st century learning expectations (6.6)

Indicator 7

Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

- *collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations*
- *provide inclusive learning opportunities for all students*
- *perform ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations*
- cc. A list of school certified/licensed personnel and support staff who provide services for identified students, including special education, 504, and English language learners including a brief description of the roles and responsibilities of each (6.7)
- dd. Examples of ways in which all teachers, counselors, targeted services, and other support services personnel, collaborate in order to achieve the school's 21st century learning expectations (6.7)
- ee. A description of inclusive learning opportunities for all students (6.7)
- ff. A description of the types of assessment data used, including feedback from the school community, to improve support services for identified students and ensure that each student achieves the school's 21st century learning expectations (6.7)
- gg. Examples of changes made in response to the use of assessment data to improve support services and ensure that each student achieves the school's 21st century learning expectations (6.7)

III. Analyzing the Evidence, Drawing Conclusions, and Providing Supporting Details

Once you have gathered the data requested, use the prompts that follow to analyze and discuss all the gathered evidence and information as it relates to the various indicators in the Standard on School Resources for Learning. Only after these steps have been completed should the Committee begin the process of writing the Narrative

Prompts for Analyzing Evidence and Drawing Conclusions

- 1. The school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations.**

Analyzing the Evidence:

- a. Based on an examination of the evidence including the intervention strategies, opinion survey results, and any other relevant evidence, what does the evidence show about the *timeliness, coordination, and directedness* of the intervention strategies that support *each* student's achievement of the school's 21st century learning expectations?

Drawing a Conclusion

- b. State the extent to which *timely, coordinated, and targeted intervention strategies* support *each* student's achievement of the school's 21st century learning expectations.

- 2. The school provides information to families, especially to those most in need, about available student support services.**

Analyzing the Evidence

- a. Based on a review of the information provided to families by all of the support services, opinion survey results, and any other relevant evidence, what does the evidence show about the extent to which the school *provides timely, regular, and pertinent* information to families, *especially those in most need*, about each component program area (counseling, health, library/media, and services for identified students) of student support services?

Drawing a Conclusion

- b. State the extent to which the school provides *timely, regular, and pertinent* information to families, *especially those who are most in need*, about each component program area of student support services.

- 3. Support services staff use technology to deliver an effective range of coordinated services for each student.**

Analyzing the Evidence

- a. Based on a review of the evidence gathered, including opinion survey results, what does the evidence show about how counseling, health services, library/media services, and identified student support services personnel use technology to deliver an *effective range of* coordinated services for each student?

Drawing a Conclusion

- b. State the extent to which student support services personnel in each program area use technology to deliver an *effective range of* coordinated services for each student.

- 4. School counseling services have adequate, certified/licensed personnel and support staff who:**

- **deliver a written, developmental program**
- **meet regularly with students to provide personal, academic, career, and college counseling**
- **engage in individual and group meetings with all students**

- **deliver collaborative outreach and referral to community and area mental health agencies and social service providers**
- **use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations**

Analyzing the Evidence

- a. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about the *adequacy* of school counseling services certified/licensed personnel and support staff to deliver a range of programs and service?
- b. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about how counseling personnel regularly and effectively deliver a written, developmental counseling program?
- c. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about the *regularity of counseling services* personnel in meeting with all students to provide personal, academic, career, and college counseling?
- d. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about how counseling services personnel regularly engage students in individual and group meetings?
- e. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about how counselors *collaboratively deliver outreach and referrals* to the community and area mental health providers?
- f. Based on a review of the evidence collected, including opinion survey results, what does the evidence suggest about the effectiveness of counseling services personnel in using relevant assessment data in an ongoing manner to improve services and ensure each student achieves the school's 21st century learning expectations?

Drawing a Conclusion

- g. State the extent to which counseling personnel *regularly and effectively* deliver a *written and developmental* counseling program, *regularly* meet with students to provide *effective personal, academic, career, and college counseling* to all students, are *adequately* engaged in providing both *individual and group* meetings with all students, deliver *collaborative outreach and referrals* to community and area mental health agencies and social service providers, and use *relevant* assessment data in an *ongoing* manner to *improve* services and *ensure each student* achieves the school's 21st century learning expectations. (*Use your discretion in writing more than one sentence to address all parts of this conclusion.*)

5. **The school's health services have an adequate number of certified/licensed personnel and support staff who:**
 - **provide preventative health services and direct intervention services**
 - **use an appropriate referral process**
 - **conduct ongoing student health assessments**
 - **use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations**

Analyzing the Evidence

- a. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about the *adequacy* of school health services certified/licensed personnel and support staff to deliver a range of programs and services?
- b. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about how health services personnel provide *adequate preventative and direct* intervention services?
- c. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about how health services personnel use *appropriate* referral processes?
- d. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about how health services personnel conduct ongoing student health assessments?
- e. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about how health services personnel use assessment data in an *ongoing manner*, including feedback from the school community, to improve and ensure that each student achieves the school's 21st century learning expectations?

Drawing a Conclusion

- f. State the extent to which health services personnel *provide adequate preventative and directive intervention service*; use *appropriate referral processes*; conduct *ongoing, routine* student health assessments; and use assessment data in an *ongoing* manner, including feedback from the school community to *improve services and ensure that each* student achieves the school's learning expectations. (Use your discretion in writing more than one sentence to address all parts of this conclusion.)

6. **Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:**
 - **are actively engaged in the implementation of the school's curriculum**
 - **provide a wide range of materials, technologies, and other information services in support of the school's curriculum**
 - **ensure that the facility is available and staffed for students and teachers before, during, and after school**
 - **are responsive to students' interests and needs in order to support independent learning**
 - **conduct ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations**

Analyzing the Evidence

- a. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about the adequacy of library/media services certified/licensed personnel and support staff to ensure those services are *appropriately integrated* into the school's curriculum and instructional practices?
- b. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about how library/media services personnel are *actively engaged* in the implementation of the school's curriculum?

- c. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about how library/media services personnel provide a *wide range of print and non-print materials, computer hardware and software, and other resources which fully support the school's curriculum*?
- d. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about the availability of the facility and the *adequacy of staffing* for student and teachers use throughout the *entire* school day, as well as *before* and *after* school hours?
- e. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about the adequacy of library/media service personnel responses to meeting students' interests and needs to *fully* support independent learning?
- f. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about how library/media services personnel use assessment data in an *ongoing* manner, including relevant feedback from the school community to *improve* the services and *ensure each student achieves* the school's 21st century learning expectations?

Drawing a Conclusion

- g. State the extent to which library/media personnel are *actively engaged* in the implementation of the school's curriculum; provide a *wide range* of print and non-print materials, computer hardware and software, and other resources which *fully* support the school's curriculum; *appropriately* and *adequately* responsive to meeting students' interests and needs to *fully* support independent learning; and use *relevant* assessment data in an *ongoing* manner, including feedback from the school community to *improve* the services and *ensure each student* achieves the school's 21st century learning expectations. (*Use your discretion in writing more than one sentence to address all parts of this conclusion.*)
- h. State the extent to which the facility is available and appropriately staffed for student and teacher use throughout the school day and before and after school hours.

7. Support services for identified students, including special education, Section 504 of the ADA, and English language learners, have an adequate number of certified/licensed personnel and support staff who:

- **collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations**
- **provide inclusive learning opportunities for all students**
- **perform ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations**

Analyzing the Evidence

- a. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about the adequacy of certified/licensed personnel and support staff to provide a *full range* of services for identified students?
- b. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about how support services personnel who work with identified students *regularly* and *effectively collaborate* with all teachers, counselors, targeted services, and other support staff in order to achieve the school's 21st century learning expectations?

- c. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about the adequacy of support services personnel who work with identified students to provide *appropriate* inclusive services for *all* identified students?
- d. Based on a review of the evidence collected, including opinion survey results, what does the evidence show about how support services personnel who work with identified students use relevant assessment data in an ongoing manner, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations?

Drawing a Conclusion

- e. State the extent to which the student services personnel who work with identified students have *adequate*, certified/licensed personnel and support staff to provide a *full range* of services; *regularly* and *effectively collaborate* with all teachers, counselors, targeted services, and other support staff in order to help students achieve the school's 21st century learning expectations; provide *adequate* and *appropriate* inclusive services for *all* identified students; and use *relevant* assessment data, in an *ongoing* manner, including feedback from the school community, to *improve* services and *ensure each student* achieves the school's 21st century learning expectations.

IV. Writing the Narrative

- A. Write at least one paragraph for each indicator in the Standard; for some indicators with bullets, you may need to write several paragraphs.
- B. Write a conclusion for each indicator and underline the conclusion in the paragraph. For example, for Indicator #2, "While counseling services personnel effectively provide written documents which are also available on the school's website regarding the school's student support services available to families, this information is not available to non-English speaking families in their native languages."
- C. Write sentences to complete your paragraph that justify or support your underlined conclusion. Your evidence in these sentences forms the details that justify or support your underlined conclusion.
- D. This Narrative Essay should be 10-12 double-spaced pages and should be written in the third person. Sample Narratives can be found on the CPSS website located at <http://cpss.neasc.org>.

V. Writing the Executive Summary

Write the Executive Summary of the conclusions and evidence. Consult the Guidelines for Review of Standards Essays and Executive Summaries in the *Accreditation Handbook* (page 37).

Content of the Executive Summary

- Identify and list the school's strengths in adhering to the *specific indicators* in the Standard on School Resources for Learning.
- Identify and list the school's needs in adhering to the *specific indicators* in the Standard on School Resources for Learning.
- Use the rating guide provided on page 17 to determine the school's level of adherence to the Standard on School Resources for Learning, based on the conclusions and supportive evidence in the narrative essay.
- Write a one-page summary of the evidence in the Narrative Essay to support the Committee's judgment of the school's level of adherence to the Standard on School Resources for Learning, making sure you include the rating, e.g., "acceptable."
- Attach a list of the names, positions, and signatures of the Committee members responsible for the preparation of this Narrative Essay and Executive Summary. Signatures of Committee members attest to the thoroughness of the Committee's work and to the veracity of the Narrative Essay and Executive Summary.

VI. Using the Rating Guide

Purpose

The Rating Guide which follows has been developed:

- To assist schools in assessing their level of adherence to the Standard and thus to further understanding of the important concepts in the Standards
- To assist visiting teams in assessing the school's level of adherence to the Standard
- To inform the Commission as it considers the school's evaluation report, adherence to the Standards, and accreditation status

Please note: The Rating Guide is a guide for helping the school to determine the extent to which it adheres to the Standard. The Rating Guide should be applied to the Standard as a whole, not to individual indicators. The Guide is not a rubric, and it should not be thought of in that manner nor should it be used as a rubric would be. The value and importance of individual indicators has been incorporated into the various parts of the Rating Guide.

Directions

1. Begin with the *Deficient* category.
 - a. It is important to emphasize that every word in the Rating Guide has meaning, including transitional words and words such as *all, any, every, and, or*.
 - b. Because there are aspects within each Standard that are at the core of a school's ability to adhere to the Standard, those concepts are placed in the *Deficient* category and they are critical. This is the reason that *Deficient* is the starting place for use of the Rating Guide.
2. Read aloud the stem (the wording that begins, "A Rating of Deficient...") in the *Deficient* category and then move through each of the bulleted items that follow.
 - a. If the Committee members agree that each bulleted item is present, move on to the *Limited* category.
 - b. If the Committee members believe that the school has not met all (or most or a majority, depending on the language used in the Rating Guide) of the bulleted items, the school will then assign a rating of *Deficient* to this Standard, and its work is complete.
3. Read aloud the stem (the wording that begins, "A Rating of Limited...") in the *Limited* category and then move through each of the bulleted items, paying careful attention to the guiding words provided at the end of the stem, e.g. "but lacks:"
 - a. If the participants agree that each bulleted item is present, move on to the *Acceptable* category.
 - b. If the Committee members believe that the school has not met all of the bulleted items, the school will then assign a rating of *Limited* to this Standard. If the participants agree that each bulleted item is present, move on to the *Acceptable* category.
 - c. If the Committee members believe that the school has not met all (or most or a majority, depending on the language used in the Rating Guide) of the bulleted items, the school will then assign a rating of *Limited* to this Standard, and its work is complete.
4. Continue the process through the *Acceptable* category and to the *Exemplary* category, if appropriate.

RATING GUIDE

School Resources for Learning

A rating of **DEFICIENT** is appropriate if any of the following exist:

- The school lacks timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations
- School counseling personnel (student to counselor ratio should not exceed 300:1), health/nursing personnel, library/media personnel (school should have a minimum of one full-time certified library media specialist for a school over 400 enrollment), or special services personnel are insufficient to enhance and support the school's core values and beliefs and to enable each student to achieve the school's 21st century learning expectations

A rating of **LIMITED** is appropriate if the school has timely, coordinated, and directive intervention strategies for all students, provides sufficient counseling, health, and information services personnel, but:

- fails to fully inform families, especially those most in need, about available student support services
- fails to provide a comprehensive range of counseling services to students
- fails to provide a full range of comprehensive health services to students
- fails to provide a wide range of materials, technologies, and other information services in support of the school's curriculum

A rating of **ACCEPTABLE** is appropriate if the school has timely, coordinated, and directive intervention strategies for all students; provides sufficient counseling, health, and information services personnel; fully informs families, especially those most in need, about available student support services; provides a comprehensive range of counseling services to students; provides a full range of comprehensive health services to students; provides a wide range of materials, technologies, and other information services in support of the school's curriculum; and provides all of the following without exception:

- Counseling personnel deliver a written, developmental program; meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with all students; deliver collaborative outreach and referral to community and mental health agencies and social service providers
- Health personnel provide preventative health services and direct intervention services, use an appropriate referral process, and conduct ongoing student health assessments
- Library/media services are integrated into the curriculum and library/media personnel are actively engaged in the implementation of the school's curriculum, and are responsive to students' interests and needs in order to support independent learning

A rating of **EXEMPLARY** is appropriate if all the descriptors in the **ACCEPTABLE** rating are met and:

- Support services staff use technology to deliver an effective range of coordinated services for each student
- Counseling services, health services, and library/media services use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations