

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



SELF-STUDY GUIDE

7

***COMMUNITY RESOURCES
FOR LEARNING***

**FOR 2012 SCHOOLS
COMMISSION ON PUBLIC SECONDARY SCHOOLS**

Support Standard



Community Resources for Learning

The achievement of the school's 21st century learning expectations requires active community, governing board, and parent advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
 - a wide range of school programs and services
 - sufficient professional and support staff
 - ongoing professional development and curriculum revision
 - a full range of technology support
 - sufficient equipment
 - sufficient instructional materials and supplies.
2. The school develops, plans, and funds programs:
 - to ensure the maintenance and repair of the building and school plant
 - to properly maintain, catalogue, and replace equipment
 - to keep the school clean on a daily basis.
3. The community funds and the school implements a long-range plan that addresses:
 - programs and services
 - enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school site and plant support the delivery of high quality school programs and services.
6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
7. All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.
8. The school develops productive parent, community, business, and higher education partnerships that support student learning.

Directions for the Committee on Community 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 Community Resources for Learning. Committee members should remember that the process of determining adherence to the Standard is a dynamic 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 Community Resources for Learning so that all members of the Standard Committee develop a common understanding of the effective practices in the Standards. The Standard is comprised of both the narrative portion and the numbered indicators. The concepts in the narrative portion are manifested through the indicators. As part of your discussion, use the guiding questions and glossary from the document, Explanation of the Standards for Accreditation, 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 Community Resources for Learning Standard at the highest level. For example, with regard to Indicator #8, Committee members might suggest:
 1. local business and industry leaders play an integral role in planning and implementing school-to-career opportunities;
 2. students are encouraged to participate in real-world activities that link classroom knowledge with authentic application;
 3. local colleges and universities are included in conversations about how the high school can improve curriculum and instructional practices;
 4. job shadowing, mentoring, internships, apprenticeships, and summer employment are all encouraged by the school and available to students;
 5. once the practices have been generated, compare the practices to the Standard's Rating Guide in the acceptable and exemplary categories on pages 13 of this booklet.

- D. Engage all members of the Committee in an activity to review the Rating Guide for the Standard on Community 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 Resources for Standard on Community Resources for Learning

A. Data Already Gathered

1. State Report

Examine your school's state report for its implications related to the Standard on Community 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**:
 - a. the school's approved budget for the school year in which the school is being evaluated (7.1)
2. Gather the following information as evidence you will need for each indicator in the Standard (as noted in parenthesis). You will eventually **make this evidence available in the workroom at the school**. *Please note: it is possible that you may not find evidence for some indicators.*

Indicator 1

The community and the district's governing body provide dependable funding for:

- *a wide range of school programs and services*
 - *sufficient professional and support staff*
 - *on-going professional development and curriculum revision*
 - *a full range of technology support*
 - *sufficient equipment*
 - *sufficient instructional materials and supplies*
- a. Budgeted amounts for the last three years for: (a) professional development, (b) curriculum revision, (c) technology support, (d) equipment, and (e) instructional materials and supplies (7.1)
 - b. A list of any inadequacies noted by departments/ teams related to instructional materials and supplies and technology support which negatively impact students' achievement of the learning expectations (7.1)

- c. A list of any inadequacies, including any multi-year trends, in the funding of services to students (7.1)
- d. A list of any inadequacies, including multi-year trends, in the funding of school programs (7.1)

Indicator 2

The school develops, plans, and funds programs:

- *to ensure the maintenance and repair of the building and school plant*
 - *to properly maintain, catalogue, and replace equipment*
 - *to keep the school clean on a daily basis*
- e. Schedules/ programs for the maintenance, cataloging, and replacement of equipment (7.2)
 - f. A schedule and description of the level of custodial staffing (7.2)
 - g. A description and schedule of regular maintenance and repair of the building and school plant (7.2)

Indicator 3

The community funds and the school implements a long-range plan that addresses:

- *programs and services*
 - *enrollment changes and staffing needs*
 - *facility needs*
 - *technology*
 - *capital improvements*
- h. The school's formal long-range plans for each of the following:
 - programs and services
 - anticipated enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements (7.3)
 - i. The amount budgeted for each of the last three years to support each of the following:
 - the school's long range plan for programs and services
 - anticipated enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements (7.3)

Indicator 4

Faculty and building administrators are actively involved in the development and implementation of the budget.

- j. A brief description of how faculty, department area leaders, and building administrators are involved in the development and implementation of the budget (7.4)

Indicator 5

The school site and plant support the delivery of high quality school programs and services.

- k. Provide by service area (e.g., guidance, food services, nursing services, etc.) and by program, an explanation of any negative impact of the facility on teaching and learning or the delivery of services (7.5)

Indicator 6

The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

- l. Documents that demonstrate school compliance with all applicable federal and state laws and with local fire, health, and safety regulations (7.6)

Indicator 7

All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.

- m. A description of ways that the school's professional staff engages parents and successfully engaged families in each student's education (7.7)
- n. Evidence of instances when professional staff has contacted families that are/were less connected to the school (7.7)

Indicator 8

The school develops productive parent, community, business, and higher education partnerships that support student learning.

- o. A list of the school's parent, community, business, and higher education partnerships, including corresponding numbers of student participants/beneficiaries of each partnership (7.8)

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 Community 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 community and the district's governing body provide dependable funding for:**
 - **A wide range of school programs and services**
 - **Sufficient professional and support staff**
 - **On-going professional development and curriculum revision**
 - **A full range of technology support**
 - **Sufficient equipment**
 - **Sufficient instructional materials and supplies**

Analyzing the Evidence

- a. Based on a review of the school's approved budget for the past three years; the list of any inadequacies related to school programs and services, staffing, professional development and curriculum revision, technology support, equipment, and instructional materials and supplies; and opinion survey results; what does the evidence show about *the adequacy and dependability* of funding from the community and district's governing body to provide a *wide* range of school programs and services, *sufficient* professional and support staff, *on-going* professional development and curriculum revision, a *full range* of technology support, *sufficient* equipment, and *sufficient* instructional materials and supplies?

Drawing a Conclusion

- b. State the extent to which the community and district's governing body provide dependable funding for
 - A wide range of school programs and services
 - Sufficient professional and support staff
 - On-going professional development and curriculum revision
 - A full range of technology support
 - Sufficient equipment
 - Sufficient instructional materials and supplies

2. The school develops, plans, and funds programs:

- **To ensure the maintenance and repair of the building and school plant**
- **To properly maintain, catalogue, and replace equipment**
- **To keep the school clean on a daily basis**

Analyzing the Evidence

- a. Based on a review of the schedules/programs for maintenance, cataloguing and replacement of equipment, the schedule and level of custodial staffing, and the description of regular maintenance and repair of the building and school plant, and the opinion survey results, what does the evidence show about how the school develops, plans, and funds programs with particular emphasis on the *assurance* of maintenance and repair of the building and school plant, the *proper* maintenance, cataloguing, and replacement of equipment, and the *daily* cleaning of the school?

Drawing a Conclusion

- b. State the extent to which the school develops, plans, and funds programs that *ensure* the maintenance and repair of the building and school plant, *properly* maintains, catalogues, and replaces equipment, and keeps the school *clean on a daily basis*.

3. The community funds and the school implements a long-range plan that addresses:

- **Programs and services**
- **Enrollment changes and staffing needs**
- **Facility needs**
- **Technology**
- **Capital improvements**

Analyzing the Evidence

- a. Based on a review of the school's formal long-range plans and the amount budgeted for each programs over the last three years, including opinion survey results, what does the evidence show about how the community funds and the school implements a long-range plan with particular emphasis on the *funding* and *implementation* of a long-range plan

related to each of the following: programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements?

Drawing a Conclusion

- b. State the extent to which the school's long-range plan is *adequately funded* and implemented and addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements.

4. Faculty and building administrators are actively involved in the development and implementation of the budget.

Analyzing the Evidence

- a. Based on a review of the description of faculty and administrators' involvement, including opinion survey results, what does the evidence show about *the active involvement* of the faculty and building administrators in both the development and implementation of the budget?

Drawing a Conclusion

- b. State the extent to which faculty and building administrators are actively involved in both the development and implementation of the budget.

5. The school site and plant support the delivery of high quality school programs and services.

Analyzing the Evidence

- a. Based on a review of the explanation of negative impact (if applicable) of the facility on teaching and learning, including opinion survey results, what does the evidence show about how the school site and plant *support the delivery of curriculum and instruction* for each of the school's programs as well as support the delivery of all school services?
- b. Arrange for and hold a meeting (toward the end of your self-study process) with the Curriculum Standard Committee to hear the evidence they have collected regarding any negative impact of the facility by content area on the delivery of the curriculum.

Drawing a Conclusion

- c. In light of the Committee's review of the evidence, including the meeting with the Curriculum Standard Committee, state the extent to which the school site and plant *appropriately support* the delivery of the curriculum and instruction for each of the school's programs as well as support the delivery of all school services.

6. The school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.

Analyzing the Evidence

- a. Based on a review of the documents that demonstrate compliance with all federal and state laws and with local fire, health, and safety regulations, including opinion survey results, what does the evidence show about how the school *maintains documentation* that the physical plant and facilities meet *all* applicable federal and state laws and are *in compliance* with local fire, health, and safety regulations?

Drawing a Conclusion

- b. State the extent to which the school maintains documentation that the physical plant and facilities meet all federal and state laws and are *in compliance with* local fire, health, and safety regulations.

7. **All professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected to the school.**

Analyzing the Evidence

- a. Based on a review of the evidence, including opinion survey results, what does the evidence show about *the level of engagement by all professional staff of parents and families as partners in each student's education and of efforts to reach out to families less connected to the school?*

Drawing a Conclusion

- b. State the extent to which *all* professional staff engage parents and families as partners in each student's education and *reach out to families less connected to the school.*

8. **The school develops productive parent, community, business, and higher education partnerships that support student learning.**

Analyzing the Evidence

- a. Based on a review of the school's partnership with parents, community, business, and higher education, including opinion survey results, what does the evidence show about the school's efforts to develop *productive parent, community, business, and higher education partnerships that support student learning?*

Drawing a Conclusion

- b. State the extent to which the school *has in place* parent, community, business, and higher education partnerships, the extent to each of these partnerships is *productive*, and the extent to which they *support student learning.*

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 #5, "Millennial High School has developed extremely productive parent, community, and business relationships; however, successful partnerships with higher education that could support Millennial students are limited."
- 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 8-12 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 Community Resources for Learning.
- Identify and list the school's needs in adhering to the *specific indicators* in the Standard on Community Resources for Learning.
- Use the rating guide provided on page 13 to determine the school's level of adherence to the Standard on Community 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 Community 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

Community Resources for Learning

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

- The physical plant and facilities fail to meet all applicable federal and state laws
- The physical plant is not in compliance with local fire, health, and safety regulations
- The school site and plant fail to minimally support the delivery of high quality school programs and services or the school's level of adherence to the Instruction Standard/Indicator 2 and Curriculum Standard/Indicator 6 is significantly compromised by site and plant shortcomings
- The community and the district's governing body fail to provide dependable funding for:
 - a wide range of school programs and services
 - sufficient professional and support staff to meet the learning needs of individual students
 - on-going professional development and curriculum revision
 - a full range of technology support
 - sufficient equipment
 - sufficient instructional materials and supplies

A rating of **LIMITED** is appropriate if the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety inspections but only minimally supports the delivery of high quality school programs and services, or the community and the district's governing body provides minimally adequate revenue, but:

- All professional staff fail to actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school
- The school fails to develops productive parent, community, business, and higher education partnerships that support student learning
- The school fails to develop, plan, and fund programs:
 - to ensure the maintenance and repair of the building and school plant
 - to properly maintain, catalogue, and replace equipment
 - to keep the school clean on a daily basis
- The community fails to fund and the school to implement a long-range plan that addresses:
 - programs and services
 - enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements

A rating of **ACCEPTABLE** is appropriate if the school adheres to indicators outlined in **LIMITED**, and:

- The community and the district's governing body provide dependable funding for a wide range of school programs and services, sufficient professional and support staff, on-going professional development and curriculum revision, a full range of technology support, sufficient equipment, and sufficient instructional materials and supplies
- The school develops, plans, and funds programs to ensure the maintenance and repair of the building and school plant; to properly maintain, catalogue, and replace equipment; and to keep the school clean on a daily basis
- The community funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements

- Faculty and building administrators are actively involved in the development and implementation of the budget
- The school site and plant support the delivery of high quality school programs and services

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

- All professional staff actively engage in outreach to parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school
- The school actively develops productive parent, community, business, and higher education partnerships that support student learning