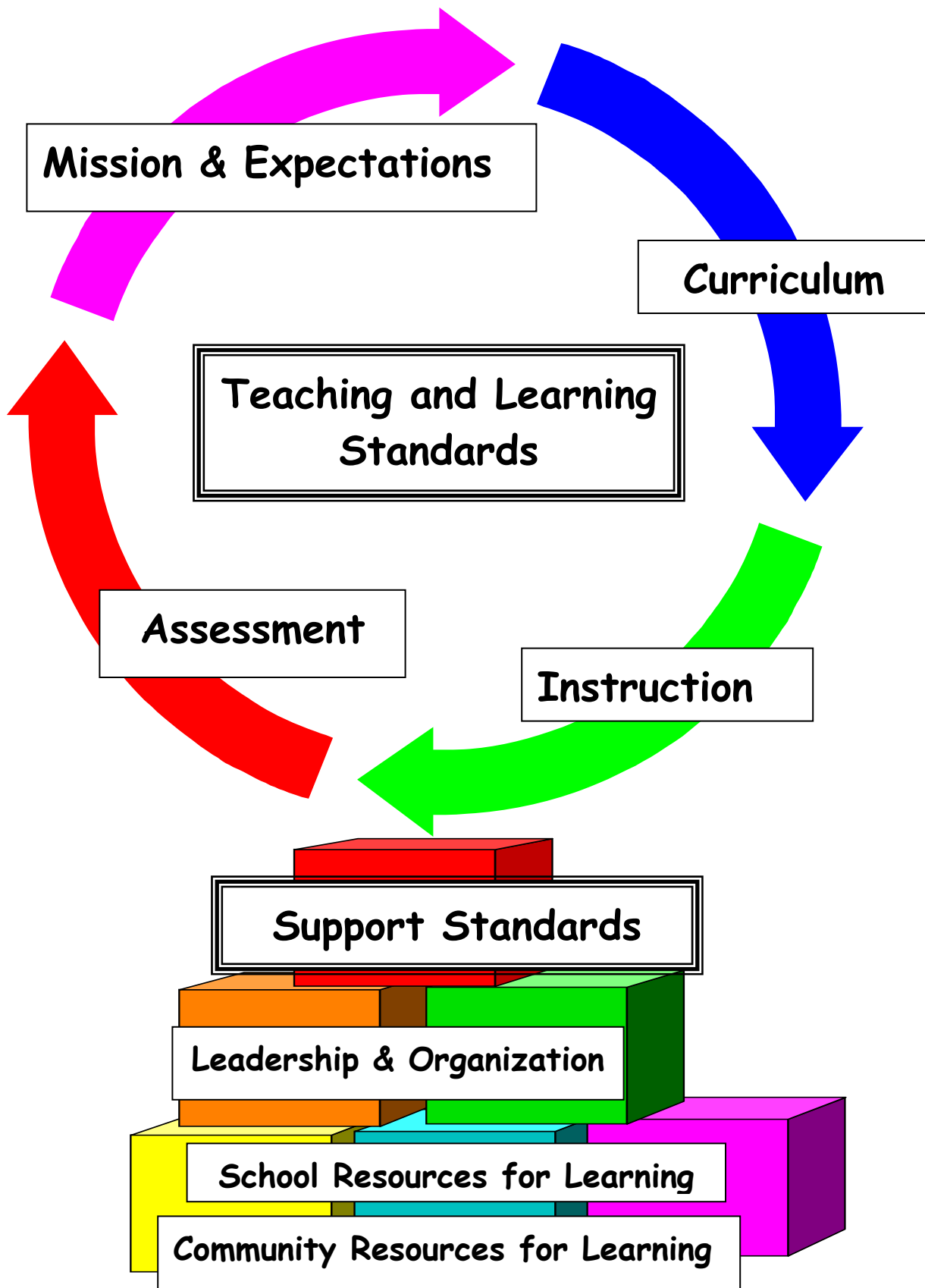


Introduction

Using the indicators and guiding prompts, this Standard Committee is charged with the responsibility of developing a document that demonstrates to the extent to which the school is adhering to the Standard for Accreditation on School Resources for Learning. Committee members should keep in mind 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.

Before You Begin

1. Make a copy of this Self-Study Guide for each member of the Standard Committee which is located at www.neasc.org by clicking on CPSS.
2. Review the contents of the document, *Explanation of the Standards for Accreditation*, located at www.neasc.org by clicking on CPSS, which was developed to clearly explain and illustrate the meaning of the Standard. The website includes guiding questions and statements for each indicator (available through the links indicated by the question marks) as well as a glossary which defines key terms and concepts referred to in the Standard.



Support Standard

6

School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

All Student Support Services

1. The school's student support services shall be consistent with the school's mission and expectations for student learning.
2. The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
3. Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.
4. All student support services shall be regularly evaluated and revised to support improved student learning.
5. There shall be a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.
6. Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.
7. There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services.

Guidance Services

8. The school shall provide a full range of comprehensive guidance services, including:
 - individual and group meetings with counseling personnel;
 - personal, career, and college counseling;
 - student course selection assistance;
 - collaborative outreach to community and area mental health agencies and social services providers;
 - appropriate support in the delivery of special education services for students.

Health Services

9. The school's health services shall provide:
 - preventative health services and direct intervention services;
 - appropriate referrals;
 - mandated services;
 - emergency response mechanisms
 - ongoing student health assessments.

Library Information Services

10. The library/information services program and materials shall be fully integrated into the school's curriculum and instructional program.
11. Library/information services personnel shall be knowledgeable about the curriculum and support its implementation.
12. A wide range of materials, technologies, and other library/information services that are responsive to the school's student population shall be available to students and faculty and utilized to improve teaching and learning.
13. Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
14. The library/information services program shall foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
15. Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.

Special Education Services

16. The school shall provide special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

A sample essay and executive summary are available on the Association's website, www.neasc.org by clicking on CPSS.

Instructions for Completing the Self-Study Report

1. 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. As part of your discussion, utilize the prompting questions and glossary from the document, *Explanation of the Standards for Accreditation*, located at www.neasc.org by clicking on CPSS.
2. Draw initial, working conclusions about the extent to which the school is achieving each of the indicators and the narrative portion of the Standard.¹ For example, a working conclusion for Indicator #11 could be as follows: “The inclusion of the media specialist in the school’s curriculum process has resulted in the delivery of a vibrant media program which fully supports the learning needs of students.” Then the committee would have to identify evidence to support this conclusion. On the following pages you will find the text of the Standard in bold followed by prompts for each indicator. Use the prompts for each indicator to guide your discussion of evidence needed to support the committee’s working conclusions about the Standard.
3. Gather evidence and/or information from departments/teams or elsewhere to support the committee’s working conclusions. You may want to create an Information Request Form to help gather the evidence from various sources. (A sample is provided on page A1 in the Appendix of the *Accreditation Handbook*.) The committee should also review the results of the Opinion Questionnaires administered to parents, students, and teachers with regard to this Standard as they are a rich source of evidence, keeping in mind that salient findings should be incorporated into the narrative essays.
4. Identify all relevant data in the School and Community Profile and ensure its inclusion in the Standards essay.
5. Analyze and discuss all the gathered evidence and/or information related to your working conclusions about the school’s adherence to each of the indicators and to the narrative portion of the Standard. During the discussion/analysis of each indicator, it may be helpful to take notes and to record pertinent information using the text of this Self-Study Guide. The committee should agree to each final conclusion and to the fact that the evidence is accurate and appropriately supportive.
6. Write a report of 8-12 double-spaced pages presenting and discussing evidence that justifies the conclusions of the extent to which you meet the indicators in the Standard as well as the concepts in the introductory paragraph of the Standard. Your report should discuss each of the indicators in order and have a conclusion for each indicator. Bold, italicize, or underline each conclusion.

¹ Note: Conclusions are about what is happening now, not about what you should be doing or what action you plan to take in the future.

7. Attach all requested documentation/information indicated with an * in this Guide. Attachments are not included in the 8-12 page limit.
8. Prepare requested additional documentation/information indicated with a ⊗ to be available in the visiting committee workroom.
9. 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 38).

Content of the Executive Summary

- Use the rating guide provided on pages 7 and 8 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 essay.
- Write a one-page summary of the evidence in the report that led to the committee's judgment of the school's level of adherence to the Standard on School Resources for Learning.
- 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 for improvement in adhering to the specific indicators in the Standard on School Resources for Learning.
- Attach a list of the names, positions, and signatures of the committee members responsible for the preparation of this Essay and Executive Summary. Signatures of committee members attest to the thoroughness of the committee's work and to the veracity of the Essay and Executive Summary.

RATING GUIDE FOR SCHOOL RESOURCES FOR LEARNING

DEFICIENT: The school's student support services are **failing** to meet **several** of the indicators **or** are only minimally adhering to a **majority** of the indicators; **or** specifically:

- do not include at least one guidance counselor for every 300 students; **or**
- do not include one library/information specialist/generalist if its population is at least 400 students; **and**

- fails for **either** of the two preceding items to provide a sufficient level of services to mitigate the staffing shortfall; **or**
- fails to provide an adequately staffed health services program; **or**

- **in summary:** The school does not adequately and appropriately allocate resources, programs and services so that students can achieve the expectations in the mission.

LIMITED: The school, through its student support services, provides guidance counselors, library/information personnel, school nurse(s) and special education staff at levels that **minimally** meet the needs of its population as well as limited programs and resources to support its students in achieving the school's academic expectations for student learning; **or**, generally, the school is having **difficulty** in adhering to **several** of the following:

- allocates resources/programs to support students in achieving the civic and social expectations; **or**
- student support personnel interact and work with other staff and use community resources to meet the needs of students; **or**
- regularly evaluates and revises all school resources programs; **or**
- involves student support and library/information services personnel in the implementation, evaluation, or revision of the curriculum; **or**
- regularly communicates with *all* students, parents, and school personnel about available support services; **or**
- maintains student records in a confidential or secure manner consistent with federal and state law; **or**
- has a library/information services program that is integrated into the school's curriculum and instructional program; **or**
- library personnel are knowledgeable about the curriculum and support its implementations; **or**
- has a library/information services program that provides a wide range of materials, technologies, and resources responsive to the student population and available to improve teaching and learning; **or**
- has a library/information services program that provides regular and frequent access to the facilities before, during and after the school day; **or**
- has a library/information services program that fosters independent inquiry and the use of various school and community information resources and technologies; **or**
- has and uses policies for the selection and removal of information resources and the use of technologies and the internet.

ACCEPTABLE: The school's student support services are consistent with its mission and expectations, and the school allocates sufficient resources, programs, and services including sufficient certified licensed personnel in guidance, special education, health, and library/media services. All students have an equal opportunity to achieve the school's expectations for student learning. The school provides an effective range of integrated guidance, health, special education, and library media resources (refer to indicators 8, 9, 10, and 16). The school, additionally, adheres to many of the bulleted items listed under **EXEMPLARY** below.

EXEMPLARY: The school's student support services are consistent with its mission and expectations, and the school allocates sufficient resources, programs, and services including sufficient certified licensed personnel in guidance, special education, health, and library/media services. All students have an equal opportunity to achieve the school's expectations for student learning. The school provides an effective range of integrated guidance, health, special education, and library media resources (refer to indicators 8, 9, 10, and 16).

• The school, additionally, adheres to a significant **majority** of the following:

- student support personnel enhance student learning by interacting/working with other staff and using community resources to meet the academic social, emotional, and physical needs of students; **and**
- regularly evaluates/revises all school resources programs to support improved student learning; **and**
- formally involves student support and library/information services personnel in the implementation, evaluation, and revision of the curriculum; **and**
- maintains a system to communicate with students, parents/guardians and school personnel about available support services and student needs; **and**
- maintains student records in a confidential and secure manner consistent with federal/state law; **and**
- library personnel are knowledgeable about the curriculum and support its implementations; **and**
- has a library/information services program that provides a wide range of materials, technologies, and resources responsive to the student population and available to improve teaching and learning; **and**
- has a library/information services program that provides regular and frequent access to the facilities before, during, and after the school day; **and**
- has a library/information services program that fosters independent inquiry and the use of various school and community information resources and technologies; **and**
- has and uses policies for the selection and removal of information resources and the use of technologies and the internet.

School Resources for Learning

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

All Student Support Services

- 1. The school's student support services shall be consistent with the school's mission and expectations for student learning.**
 - a. [⊗]Provide examples to illustrate how the mission and expectations have been used to guide the development of practices and policies related to health services, special education, guidance, library information services, and access to outside referrals.
 - b. Assess how effectively guidance services support the school's mission and expectations for student learning.
 - c. Assess how effectively health services support the school's mission and expectations for student learning.
 - d. Assess how effectively library information services support the school's mission and expectations for student learning.
 - e. Assess how effectively special education services support the school's mission and expectations for student learning.
- 2. The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.**
 - a. Describe the resources, programs, and services that are available to ensure all students have an equal opportunity to achieve the school's stated academic expectations for student learning and to participate in the educational program.
 - b. Identify any inadequacies in resources, programs, and services which interfere with student achievement of the school's academic expectations for student learning and participation in the educational program.
 - c. Assess the effectiveness of these resources, programs, and services in enabling all students to achieve the school's academic expectations for student learning and to participate in the school program.

[⊗] Provide requested documentation/information in the visiting committee workroom.

- d. Describe the resources, programs, and services that are available to ensure all students have an equal opportunity to achieve the school's civic and social expectations.
- e. Identify any inadequacies in resources, programs, and services which interfere with student achievement of the school's civic and social expectations.
- f. Assess the effectiveness of these resources, programs, and services in enabling all students to achieve the school's civic and social expectations.

3. Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.

- a. Briefly describe examples of how student support personnel enhance student learning by working cooperatively with professional and other staff and utilizing community resources.
- b. Assess how effectively student support personnel enhance student learning by interacting and working cooperatively with professional and other staff and how effectively they use community resources to address students' needs.

4. All student support services shall be regularly evaluated and revised to support improved student learning.

- a. Assess the effectiveness of processes used to evaluate and improve the school resources for learning.
- b. Briefly describe the process used to evaluate and improve each of the following school resources for learning:
 - i) guidance services;
 - ii) health services;
 - iii) library/information services;
 - iv) special education services.

5. There shall be a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and about identified student needs.

- a. [⊗]Provide examples of communications with students, parents/guardians, and other school personnel to keep them informed about student support services and student needs.

[⊗] Provide requested documentation/information in the visiting committee workroom.

- b. Briefly describe how the school informs students, parents/guardians, and school personnel of types of available student support services and student needs.
 - c. Assess the extent to which communications keep students, parents/guardians, and school personnel informed about available student support services and student needs.
- 6. Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.**
- a. Document that all student records are maintained in a confidential and secure manner.
- 7. There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services.**
- a. Identify any inadequacies of the professional and support staffing levels:
 - i) guidance services;
 - ii) health services;
 - iii) library media services;
 - iv) special education services.
 - b. Assess the adequacy of professional and support staffing levels for:
 - i) guidance services;
 - ii) health services;
 - iii) library media services;
 - iv) special education services.

Guidance Services

- 8. The school shall provide a full range of comprehensive guidance services, including:**
- **individual and group meetings with counseling personnel;**
 - **personal, career, and college counseling;**
 - **student course selection assistance;**
 - **collaborative outreach to community and area mental health agencies and social service providers;**
 - **appropriate support in the delivery of special education services for students.**
- a. [⊗]Provide a copy of the guidance curriculum.

[⊗] Provide requested documentation/information in the visiting committee workroom.

- b. Briefly describe the major components for each of the following guidance services:
- i) individual and group meetings with counseling personnel;
 - ii) personal, career, and college counseling;
 - iii) student course selection assistance;
 - iv) collaborative outreach to community and area mental health agencies and social service providers;
 - v) appropriate involvement in, and support of, special education services for students.
- c. Identify any inadequacies in the delivery of each of the following guidance services:
- i) individual and group meetings with counseling personnel;
 - ii) personal, career, and college counseling;
 - iii) student course selection assistance;
 - iv) collaborative outreach to community and area mental health agencies and social service providers;
 - v) appropriate involvement in, and support of, special education services for students.
- d. Assess the effectiveness of each of the following guidance services:
- i) individual and group meetings with counseling personnel;
 - ii) personal, career, and college counseling;
 - iii) student course selection assistance;
 - iv) collaborative outreach to community and area mental health agencies and social service providers;
 - v) appropriate involvement in, and support of, special education services for students.

Health Services

9. The school's health services shall provide:

- **preventative health services and direct intervention services;**
 - **appropriate referrals;**
 - **mandated services;**
 - **emergency response mechanisms;**
 - **ongoing student health assessments.**
- a. Briefly describe the major components of each of the following health services:
- i) preventive health services and direct intervention services;
 - ii) appropriate referrals;
 - iii) mandated services;
 - iv) emergency response mechanisms;
 - v) ongoing student health assessments.

- b. Identify inadequacies in the delivery of each of the following health services:
 - i) preventive health services and direct intervention services;
 - ii) appropriate referrals;
 - iii) mandated services;
 - iv) emergency response mechanisms;
 - v) ongoing student health assessments.

- c. Assess the level of effectiveness of each of the following health services:
 - i) preventive health services and direct intervention services;
 - ii) appropriate referrals;
 - iii) mandated services;
 - iv) emergency response mechanisms;
 - v) ongoing student health assessments.

Library Information Services

10. The library/information services program and materials shall be fully integrated into the school's curriculum and instructional program.

- a. [⊗]Provide written evidence of the integration of information literacy skills across the curriculum (e.g., in the various content curricula where are they embedded).

- b. Assess how well library materials and programs are integrated with the curriculum (e.g., teachers are involved in selecting library materials to match curriculum, teachers regularly use library/information/media center services to support instruction, etc.).

11. Library/information services personnel shall be knowledgeable about the curriculum and support its implementation.

- a. [⊗]Provide evidence that school library/media personnel participate in curriculum development and improvement.

- b. Briefly describe how library personnel stay informed about the curriculum and its implementation.

- c. Assess the extent to which library/information services personnel are knowledgeable about the curriculum and involved in its implementation, evaluation, and revision.

[⊗] Provide requested documentation/information in the visiting committee workroom.

- 12. A wide range of materials, technologies, and other library/information services that are responsive to the school's student population shall be available to students and faculty and utilized to improve teaching and learning.**
- a. [⊗]Provide an inventory of print materials, non-print materials, computer hardware/software, and electronic resources (the inventory can be submitted as a hard copy, on a disk, or CD).
 - b. Briefly describe the extent to which library materials reflect the racial, ethnic, and cultural diversity of the student body and are of interest to it.
 - c. Assess the adequacy of each of the following in meeting the range of the student population's learning needs and in supporting all areas of the curriculum: the print collection, the non-print collection, computer hardware/software, and electronic resources.
- 13. Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.**
- a. [⊗]Provide data on the frequency with which teachers bring their students to the media center or enable student access to information resources by other means.
 - b. Explain the availability of library/information services, facilities, and programs.
 - c. Assess the adequacy of student access to and use of the library/information services before, during, and after the school day.
- 14. The library/information services program shall foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies.**
- a. [⊗]Provide evidence that an information services curriculum teaches all students the research skills necessary to access and use information from various types of sources.
 - b. Assess how effectively students and faculty use various school and community information resources and technologies.
- 15. Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.**
- a. * Attach the policies that regulate the use of technologies, the Internet, and other networked resources.

* Attach requested documentation/information.

[⊗] Provide requested documentation/information in the visiting committee workroom.

- b. Assess the effectiveness of policies that regulate the use of technologies, the Internet, and other networked resources.
- c. *Attach the policy which delineates the process for selection and removal of information resources.
- d. Assess the effectiveness of the collection development policy including the handling of out-of-date, little used, or challenged resources.

Special Education Services

16. The school shall provide special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

- a. Provide evidence that special education services related to the identification, monitoring, and referral of students are implemented in accordance with local, state, and federal laws.
- b. Identify any deficiencies related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.
- c. Assess the adequacy of special education services.

* Attach requested documentation/information.