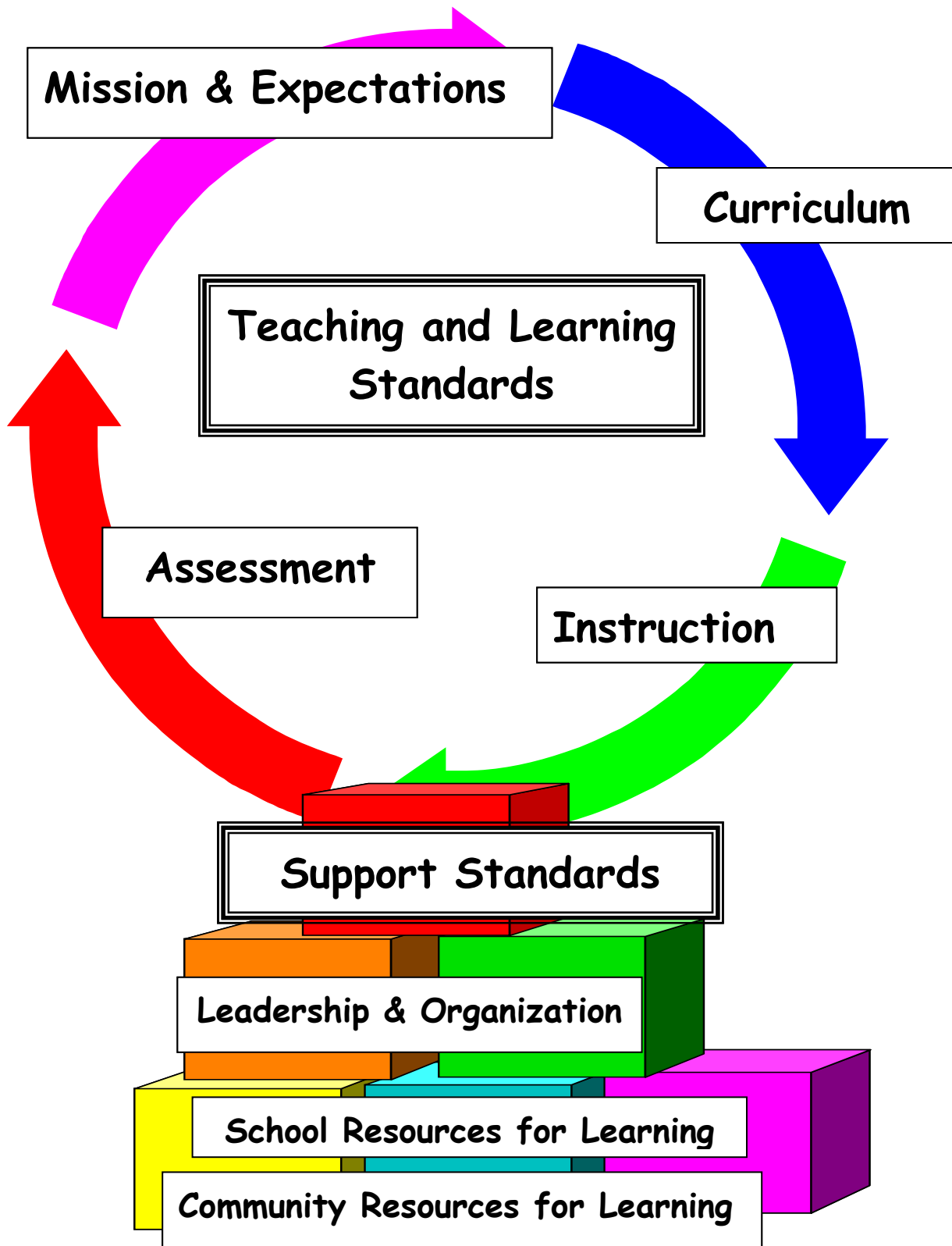


Introduction

Using the indicators and guiding prompts, 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 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 from the website: <http://cpss.neasc.org>.
2. Review the contents of the document, *Explanation of the Standards for Accreditation*, located at <http://cpss.neasc.org> under the "Getting Started" tab, 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



Community Resources for Learning

Active community and parent participation, facilities which support school programs and services, and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

1. The school shall engage students and families as partners in each students' education and shall encourage their participation in school programs and parent support groups.
2. The school shall foster productive business/community/higher education partnerships that support student learning.
3. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.
4. The physical plant and facilities shall meet all applicable federal and state laws and shall be in compliance with local fire, health, and safety regulations.
5. Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate.
6. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair, and cleanliness of the school plant.
7. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
8. The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.
9. Faculty and building administrators shall have active involvement in the budgetary process, including its development and implementation.

Instructions for Completing the Self-Study Report

1. 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 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 <http://cpss.neasc.org> under the “Getting Started” tab.
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, for Indicator #7, a working conclusion might be: “The school and district consistently engage in inclusive long-range planning which has resulted in the successful implementation of a strategic plan and a multi year technology plan.” Then the committee would have to identify evidence to support this conclusion. For example, the committee would need to identify evidence of long-range planning initiatives and products to illustrate that such planning has been occurring for a significant period of time. 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.

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.

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.
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 6 and 7 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 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 Community Resources for Learning.
- 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 for improvement in adhering to the specific indicators in the Standard on Community 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.

A sample essay and executive summary are available on the Association's website, at <http://cps.neasc.org> under the "Self-Study" tab.

RATING GUIDE FOR COMMUNITY RESOURCES FOR LEARNING STANDARD

DEFICIENT:

- The school’s physical plant:
 - does **not** meet applicable federal and state laws; **or**
 - is not in compliance with local fire, health, and safety regulations; **or**
 - **fails** to **minimally** support and enhance the educational program (The school’s level of adherence to the Curriculum Standard, Indicator 8, and to the Instruction Standard , Indicators 2 and 7 should be considered in making this judgment); **or**
- The school’s governing body:
 - **fails** to ensure and adequate and dependable source of revenue to provide and maintain personnel, services, facilities, equipment, technological support, materials, and supplies.

LIMITED: The school physical plant meets various code requirements but only **minimally** supports teaching and learning, and the school’s governing body is able to ensure only **minimally** adequate revenue to support school programs; **or**

- The school (any combination of a **majority** of the following):
 - has not actively engaged parents and families as partners; **or**
 - has not fostered sufficient business/community/higher educations partnerships; **or**
 - does not provide adequate equipment replacement and facilities maintenance; **or**
 - does not engage in long range planning regarding enrollment, facilities, and technology needs; **or**
 - does not provide active budget involvement to faculty and building administrators.

ACCEPTABLE: The school meets applicable federal and state laws, is in compliance with fire health and safety codes requirements, and supports and enhances teaching and learning. The school’s governing body provides adequate revenue to support various school programs.

- Additionally the school adheres to a **majority** of the following:
 - maintains contact with parents and families; **and**
 - has ongoing partnerships with business/community/higher education; **and**
 - maintains the equipment, building and site adequately; **and**
 - keeps track of future enrollment and facility and technology needs; **and**
 - involves faculty and school personnel in the budgeting process.

EXEMPLARY: The school meets applicable federal and state laws, is in compliance with fire health and safety codes requirements, and supports and enhances teaching and learning. The school's governing body provides adequate revenue to support various school programs.

• Additionally, the school adheres to a **majority** of the following:

- engages in outreach activities to involve parents and families; **and**
- actively solicits partnership with business/community/higher education to support student learning;
- maintains, catalogs, and replaces equipment as needed; **and**
- has a planned program for site management; **and**
- has plans for dealing with future enrollment, facility and technology needs; **and**
- grants faculty and administration active involvement in budget development and implementation.

Note: The school's level of adherence to the Curriculum Standard, Indicator 8, and to the Instruction Standard 3, Indicators 2 and 7 should be considered in making this judgment.

Community Resources for Learning

Active community and parent participation, facilities which support school programs and services, and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

- 1. The school shall engage parents and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.**
 - a. [⊗]Provide examples to illustrate the engagement of parents and families in students' education and school programs (e.g., outreach efforts, the formation of parent support groups, site-based councils, parents as tutors, student involvement in parent/teacher conferences).
 - b. Briefly describe ways that parents and families are engaged in students' education and in school programs.
 - c. Assess the school's effectiveness in engaging parents and families as partners in the students' education and encouraging their participation in school programs and parent support groups.

- 2. The school shall foster productive business/community/higher education partnerships that support student learning.**
 - a. Briefly describe the school's business, community, and higher education partnerships.
 - b. Assess how well business/community/higher education and other post-secondary partnerships support student learning and are consistent with the school's mission and expectations for student learning.

- 3. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.**
 - a. Indicate those components of the school site and plant, if any, which impede the delivery of the educational program or support services and explain the specific negative impact on what is taught, how instruction occurs, or how services are delivered.
 - b. Identify any infrastructure concerns which impede the delivery of curriculum or instruction (e.g., HVAC inadequacies, inadequate electrical capacity to accommodate technology).

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

- c. Assess how well the school site and plant support and enhance the educational program and services.

4. The physical plant and facilities shall meet all applicable federal and state laws and shall be in compliance with local fire, health, and safety regulations.

- a. [⊗]Provide documentation that the physical plant and facilities, including portable/modular classrooms and other outbuildings used as classrooms, meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
- b. Identify any other health and safety concerns related to the physical plant and facilities.
- c. Identify any portable/modular classrooms and/or other outbuildings that are used as classrooms.
- d. Assess the adequacy and appropriateness of these facilities as classrooms to support teaching and learning.
- e. [⊗]Provide documentation that the entire facility and all programs are accessible to the handicapped.
- f. Assess the extent to which the plant and facilities meet all federal and state laws and comply with local fire, health, and safety regulations.
- g. [⊗]If any deficiencies in compliance exist, detail the school's immediate plans to address the problems, including the necessary repairs and modifications or the use of temporary alternative facilities, and provide evidence that all applicable administrators and governing boards have been notified.

5. Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate.

- a. [⊗]Provide a list of appropriate personnel responsible for the maintenance and monitoring of equipment (e.g. head custodian for maintenance equipment, audiovisual coordinator for projectors, etc.)

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

- b. ⊗Provide evidence that regular maintenance and replacement schedules and cataloging systems are in place for all furniture and equipment, both instructional and non-instructional.
- c. Assess the extent to which equipment is properly maintained, catalogued, and replaced.

6. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair, and cleanliness of the school plant.

- a. ⊗Provide the formal plan/schedule that is in place for the regular maintenance and repair of facilities and equipment and for the ongoing cleaning of the facility.
- b. Assess the effectiveness and adequacy of funding for the program of building and site management that ensures the maintenance and repair of facilities and equipment and the thorough, ongoing cleaning of the facility.

7. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.

- a. Describe the record-keeping system used to track yearly school enrollment with breakdowns by course and department (or other organizational structure) as well as staffing allocations.
- b. ⊗Provide a copy of the school’s needs for a five year period in the areas of program, staffing, facility, technology, and capital improvements and the chronological steps to be used in addressing those needs.
- c. ⊗Provide a copy of the school’s formal technology plan and describe how it is reviewed and revised on a regular basis.
- d. Assess the effectiveness of ongoing planning to address identified student learning needs in the following areas:
 - i) program needs;
 - ii) staffing needs;
 - iii) facility needs;
 - iv) technology needs;
 - v) capital improvements.

8. The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school

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

programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.

- a. ⊗ Provide a copy of the school budget.
- b. Describe the school leadership’s efforts to generate community support for yearly budgets and bond issues by soliciting feedback from parents and community members and communicating budget needs.
- c. If levels of revenue have been inadequate, indicate specifically how they have negatively affected teaching and learning by learning area as well as how they have negatively affected the delivery of services.
- d. Assess the adequacy and dependability of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.

9. Faculty and building administrators shall have active involvement in the budgetary process, including its development and implementation.

- a. Describe budgetary decisions driven by specific student learning needs.
- b. Assess the extent to which budgetary decisions are driven by student learning needs and support the school's mission and expectations for student learning.
- c. Assess the extent to which faculty and building administrators have active involvement in the budgetary process, including its development and implementation.