NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.

SELF-STUDY GUIDE

7

COMMUNITY RESOURCES FOR LEARNING

FOR 2019 SCHOOLS

COMMITTEE ON PUBLIC SECONDARY SCHOOLS

Revised April 2017

7 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 aligning to the Standard for Accreditation on Community Resources for Learning. Committee members should remember that the process of determining alignment 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 aligning 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

Make a copy of this Self-Study Guide for each member of the Standard committee from the website: http://cpss.neasc.org.

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, use the guiding questions from the document, *Explanation of the Standards for Accreditation,* which can be found on our website under the "Getting Started" tab. Also, establish common definitions for terms in the standards so that discussions among school staff are based on a shared understanding of the terminology.

II.   Collecting Resources for Standard on Community Resources for Learning

A. Data already gathered
The results of the Endicott College opinion surveys administered to parents, students, and teachers with regard to this Standard

B. Data to be gathered by the committee
Gather the following information as evidence you will need for each indicator in the Standard. You will be organizing this evidence by uploading it to the portal, linking it in the Narrative Essay, or making it available in the workroom at the school for your use and use by the visiting team.

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.*

- ✓ The school's program of studies and a list of all co-curricular activities
- ✓ The school's approved budget for the school year in which the school is being evaluated (7.1)
- ✓ Budgeted amounts for the last two years for: (a) professional development, (b) curriculum revision, (c) technology support, (d) equipment, and (e) instructional materials and supplies (7.1)
- ✓ 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)
- ✓ A list of any inadequacies, including any multi-year trends, in the funding of services to students (7.1)
- ✓ A list of any inadequacies, including multi-year trends, in the funding of school programs (7.1)

<u>Indicator 2</u>
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.*

  ✓ A description of the processes for the maintenance, cataloging, and replacement of equipment (7.2)
  ✓ A description of the level of custodial staffing and cleaning procedures (7.2)
  ✓ A description and schedule for the regular maintenance and repair of the building and school plant (7.2)

<u>Indicator 3</u>
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.*

  ✓ 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)
  ✓ The amount budgeted for each of the last two 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)

<u>Indicator 4</u>
Faculty and building administrators are actively involved in the development and implementation of the budget.

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

<u>Indicator 5</u>
The school site and plant support the delivery of high quality school programs and services.

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

<u>Indicator 6</u>
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.

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

<u>Indicator 7</u>
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.

  ✓ A description of ways that the school's professional staff engages parents and successfully engaged families in each student's education (7.7)

✓ Evidence of procedures or processes in place to support or direct professional staff in contacting families that are/were less connected to the school (7.7)

<u>Indicator 8</u>
The school develops productive parent, community, business, and higher education partnerships that support student learning.

✓ 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, use the directions that follow to guide your analysis and discussion on 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. The narrative writing will be entered into the appropriate sections of the school's self-study web portal. Supporting documentation can also be linked to the Narrative Essay or uploaded through the portal.

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*
- *ongoing professional development and curriculum revision*
- *a full range of technology support*
- *sufficient equipment*
- *sufficient instructional materials and supplies.*

Analysis:
a. Using the examples in Section II and Endicott survey results to form your discussion, 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?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the adequacy and dependability* of funding from the community and district's governing body to provide a *wide* range of school programs and services.

b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about *the adequacy and dependability* of funding from the community and district's governing body to provide *sufficient* professional and support staff?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the adequacy and dependability* of funding from the community and district's governing body to provide *sufficient* professional and support staff.

c. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about *the adequacy and dependability* of funding from the community and district's governing body to provide *ongoing* professional development and curriculum revision?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the adequacy and dependability* of funding from the community and district's governing body to provide *ongoing* professional development and curriculum revision.

d. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about *the adequacy and dependability* of funding from the community and district's governing body to provide a *full range* of technology support?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the adequacy and dependability* of funding from the community and district's governing body to provide a *full range* of technology support.

e. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about *the adequacy and dependability* of funding from the community and district's governing body to provide *sufficient* equipment?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the adequacy and dependability* of funding from the community and district's governing body to provide *sufficient* equipment.

f. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about *the adequacy and dependability* of funding from the community and district's governing body to provide *sufficient* instructional materials and supplies?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the adequacy and dependability* of funding from the community and district's governing body to provide *sufficient* instructional materials and supplies.

Writing a Conclusion Sentence(s):
In the online portal in the dialogue box entitled "Conclusions," write one or two sentences which identifies the **extent or degree** 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, *ongoing* professional development and curriculum revision, a *full range* of technology support, *sufficient* equipment, and *sufficient* instructional materials and supplies.

Example:
The community and the district's governing body provides dependable funding for sufficient professional staff in most curricular areas, some support staff, most school programs, necessary services and sufficient equipment, curriculum revision, instructional supplies, and materials. However, dependable funding is not provided for a full range of technology, technology support, or ongoing professional development.

Writing the narrative for the Indicator(s):
Now, in the "Evidence and Explanation" dialogue box, write sentences based on your discussion and analysis that justify or support your conclusion. Your evidence in these sentences comes from your examples in Section II and your discussions regarding those examples that have just occurred in Section III.

This writing will form your Narrative Essay. It should be written in the third person.

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.*

Analysis:
a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school develops, plans, and funds programs that ensure the *maintenance and repair of the building and school plant*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school develops, plans, and funds programs that ensure the *maintenance and repair of the building and school plant*.

b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school develops, plans, and funds programs that ensure they properly *maintains, catalogues, and replaces equipment?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school properly *maintains, catalogues, and replaces equipment.*

c. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school develops, plans, and funds programs that ensure *the school is clean on a daily basis*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the school is clean on a daily basis.*

Writing a Conclusion Sentence(s):
Write one or two sentences which identifies the **extent or degree** about how the school develops, plans, and funds *the maintenance and repair of the building* and *school plant*, the proper *maintenance, cataloguing, and replacement of equipment*, and the *daily cleaning of the school*.

Example:
The school develops, plans, and provides funding for programs to ensure maintenance and repair for the majority of the building and school plant; properly maintains, catalogues, and replaces equipment; and keeps the school clean on a daily basis.

Writing the narrative for the Indicator(s):
Follow the directions as detailed under this heading in Indicator 1.

<u>Indicator 3</u>
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.*

Analysis:
a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the community *funds and the school implements a long-range plan that addresses programs and services*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the community *funds and the school implements a long-range plan that addresses programs and services.*

b. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the community *funds and the school implements a long-range plan that addresses enrollment changes and staffing needs*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the community *funds and the school implements a long-range plan that addresses enrollment changes and staffing needs*.

c. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the community *funds and the school implements a long-range plan that addresses facility needs*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the community *funds and the school implements a long-range plan that addresses facility needs*.

d. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the community *funds and the school implements a long-range plan that addresses technology*?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the community *funds and the school implements a long-range plan that addresses technology.*

e. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the community *funds and the school implements a long-range plan that addresses capital improvements*?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the community *funds and the school implements a long-range plan that addresses capital improvements.*

Writing a Conclusion Sentence(s):
   Write one or two sentences which identifies the **extent or degree** about how the school develops, plans, and funds *the maintenance and repair of the building* and *school plant*, the proper *maintenance, cataloguing, and replacement of equipment*, and the *daily cleaning of the school.*

   See examples from Indicators 1 and 2.

Writing the narrative for the Indicator(s):
   Follow the directions as detailed under this heading in Indicator 1.

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

Analysis:
a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about *the active involvement of the faculty and building administrators in both the development and implementation* of the budget?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the faculty and building administrators are involved in both the development and implementation* of the budget.

Writing a Conclusion Sentence(s):
   Write one or two sentences which identifies the **extent or degree** about *the active involvement of the faculty and building administrators in both the development and implementation* of the budget.

   See examples from Indicators 1 and 2.

Writing the narrative for the Indicator(s):
   Follow the directions as detailed under this heading in Indicator 1.

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

Analysis:
a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school site and plant *support the delivery of high quality school programs and s*ervices?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school site and plant *support the delivery of high quality school programs and s*ervices.

Writing a Conclusion Sentence(s):
    Write one or two sentences which identifies the **extent or degree** about to which the school site and plant *support the delivery of high quality school programs and s*ervices.

        See examples from Indicators 1 and 2.

Writing the narrative for the Indicator(s):
    Follow the directions as detailed under this heading in Indicator 1.

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.

Analysis:
   a.   Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school *maintains documentation* that the physical plant and facilities *meet all* applicable federal and state laws?

        Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school *maintains documentation* that the physical plant and facilities *meet all* applicable federal and state laws.

   b.   Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how the school is *in compliance* with local fire, health, and safety regulations?

        Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school is *in compliance* with local fire, health, and safety regulations.

Writing a Conclusion Sentence(s):
    Write one or two sentences which identifies the **extent or degree** about how the school the school *maintains documentation* that the physical plant and facilities *meet all* applicable federal and state laws and is *in compliance* with local fire, health, and safety regulations.

        See examples from Indicators 1 and 2.

Writing the narrative for the Indicator(s):
    Follow the directions as detailed under this heading in Indicator 1.

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 to the school.

Analysis:
   a.   Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how all professional staff *actively engage parents and families as partners* in each student's education?

        Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which all professional staff *actively engages parents and families as partners* in each student's education.

    Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about how all professional staff make *efforts to reach out to families less connected to the school*?

   b.   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which all professional staff make *efforts to reach out to families less connected to the school.*

Writing a Conclusion Sentence(s):
Write one or two sentences which identifies the **extent or degree** about how all professional staff *actively engage parents and families as partners* in each student's education and how they make *efforts to reach out to families less connected to the school*.

See examples from Indicators 1 and 2.

Writing the narrative for the Indicator(s):
Follow the directions as detailed under this heading in Indicator 1.

<u>Indicator 8</u>
The school develops productive parent, community, business, and higher education partnerships that support student learning.

Analysis:
a. Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about the school develops productive *parent, community, business, and higher education partnerships* that support student learning?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school develops productive *parent, community, business, and higher education partnerships* that support student learning.

Writing a Conclusion Sentence(s):
Write one or two sentences which identifies the **extent or degree** to which the school develops productive *parent, community, business, and higher education partnerships* that support student learning.

See examples from Indicators 1 and 2.

Writing the narrative for the Indicator(s):
Follow the directions as detailed under this heading in Indicator 1.

IV. Writing the Standard Narrative

When you have finished the writing for all of your individual indicators in a Standard they should be combined into one longer narrative for the entire Standard. This process will occur through the portal when the school enters the "print self-study report" command.

V. Writing the Executive Summary/Standard Rating/Strengths/Needs

a. Write a one-page executive summary of the evidence from the Standard's narrative essay, which will be used to support the committee's judgment of the school's level of alignment to the Standard on Community Resources for Learning in the portal. The basis for this summary can be derived from the conclusion sentences at the beginning of each indicator; some additional information may be added to clarify these conclusions.

b. Use the rating guide provided to determine the school's level of alignment to the Standard on Community Resources for Learning, based on the conclusions and supportive evidence written in the Narrative Essay. Check the box of the corresponding level in the Executive Summary section of the portal in the section entitled "Advisory Rating."

c. Identify the school's strengths in aligning to the specific indicators in the Standard on Community Resources for Learning and enter them into the portal in the section for Strengths.

d. Identify the school's needs in aligning to the specific indicators in the Standard on Community Resources for Learning and enter them into the portal in the section for Needs.

e.   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.

Please consult the Self-Study Seminar Handbook or the portal for a sample Executive Summary.

Continuum of Terms for Writing Conclusions

Quantitative	Qualitative
ALWAYS	by design – not by design
all	individually – collaboratively
across the school	deliberately – haphazardly
pervasively	formally – informally
often	implicitly – explicitly
the vast majority	purposefully – lacking connection
most	systematically – happenstance
extensively	consistently – inconsistently
consistently	commonly – seldom
frequently	targeted – scattered
sometimes	regularly – sporadically
in some areas	not yet
occasionally	
limited	
infrequently	
rarely	
NEVER	

R A T I N G   G U I D E

<u>Community Resources for Learning</u>

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:
- The physical plant and facilities do not 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 do not minimally support the delivery of high quality school programs and services or the school's level of alignment 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 do not 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
    - ongoing professional development and curriculum revision
    - sufficient 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:
- Professional staff do not minimally 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 does not develop productive parent, community, business, and higher education partnerships that support student learning
- The school does not 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 does not fund and the school has not implemented 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 all the descriptors in the **LIMITED** rating are met 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
- All professional staff 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

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