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

SELF-STUDY GUIDE

6

SCHOOL RESOURCES FOR LEARNING

**FOR 2018 SCHOOLS
COMMITTEE ON PUBLIC SECONDARY SCHOOLS**

August 2016

6 School Resources for Learning

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

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

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

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

4. School counseling services have an adequate number of certified/licensed personnel and support staff who:
    ▪ deliver a written, developmental program
    ▪ meet regularly with students to provide personal, academic, career, and college counseling
    ▪ engage in individual and group meetings with all students
    ▪ deliver collaborative outreach and referral to community and area mental health agencies and social service providers
    ▪ use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.

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

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

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

Directions for the Committee on School Resources for Learning

This Standard Committee is charged with the responsibility of developing a document that demonstrates the extent to which the school is aligning to the Standard for Accreditation on School 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 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, 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 Data Related to the Standard on School 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 to make it available in the portal or the workroom at the school for your use and use by the visiting team.

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

- ✓ A list of student support services which enable each student, including at-risk and identified students, to achieve the school's 21st century learning expectations (6.1)
- ✓ A description of the coordination among and between these services (6.1)
- ✓ A description of the sequential steps in the processes developed to provide intervention strategies for students including identified and at-risk students

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

- ✓ A list of all student support services by program area (6.1 and 6.2)
- ✓ A description of the outreach efforts conducted by each of the support services (6.2)

Indicator 3

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

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

Indicator 4

School counseling services have an adequate number of certified/licensed personnel and support staff who:
- ▪ *deliver a written, developmental program*
- ▪ *meet regularly with students to provide personal, academic, career, and college counseling*
- ▪ *engage in individual and group meetings with all students*
- ▪ *deliver collaborative outreach and referral to community and area mental health agencies and social service providers*
- ▪ *use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.*

- ✓ A list of all certified/licensed counseling personnel and support staff with a brief description of the roles and responsibilities of each individual's position (6.4)
- ✓ A copy of the written developmental counseling program (6.4)
- ✓ A description of the amount of time individual counseling personnel spend in one-to-one meetings with students in each grade level for whom each is responsible to provide personal, academic, career, and college counseling (6.4)
- ✓ A description of the amount of time counseling personnel meet with students in group sessions (6.4)
- ✓ A list of the local area mental health and social service agencies with which the school has a partnership/direct affiliation and a representative examples of the types of collaborative outreach and referrals made by counselors (6.4)
- ✓ Examples of the types of assessment data, including feedback from the school community, counseling personnel use to improve services and ensure that each student achieves the school's 21st century learning expectations (6.4)
- ✓ A description of the changes made based on the data and feedback received to improve counseling services (6.4)

Indicator 5

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

- ✓ A list of the certified/licensed health services personnel with a brief description of the roles and responsibilities of each individual's position (6.5)
- ✓ A description of all ongoing, preventative, and direct intervention services provided by health services (6.5)
- ✓ A description of the health services referral process (6.5)
- ✓ A list of agencies to which students may be referred for additional services (6.5)
- ✓ Examples of the types of assessment data, including feedback from the school community, health services personnel use to improve services and ensure that each student achieves the school's 21st century learning expectations (6.5)
- ✓ A description of changes made based on the data and feedback received to improve health services (6.5)

Indicator 6

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

- *are actively engaged in the implementation of the school's curriculum*
- *provide a wide range of materials, technologies, and other information services in support of the school's curriculum*
- *ensure that the facility is available and staffed for students and teachers before, during, and after school*
- *are responsive to students' interests and needs in order to support independent learning*
- *conduct ongoing assessment, using relevant data including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.*

- ✓ A list of the certified/licensed library/media services personnel and support staff including a brief description of the roles and responsibilities of each individual (6.6)
- ✓ Provide examples of how library/media services personnel are actively engaged in the implementation of the curriculum (6.6)
- ✓ An inventory of print materials, non-print materials, computer hardware and software, and other resources that support the school's curriculum (6.6)
- ✓ Details of the operating hours of the facility, including before, during, and after school (6.6)
- ✓ A description of services available that support independent learning and demonstrate students' needs and interests are being met (6.6)
- ✓ Examples of the types of assessment data, including feedback from the school community, library/media services personnel use to improve services and ensure that each student achieves the school's 21st century learning expectations (6.6)
- ✓ A description of changes made based on the data and feedback received to improve library/media services (6.6)

Indicator 7

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

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

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

III. Analyzing the Evidence, Writing a Conclusion Sentence(s), and Writing an Indicator Narrative

Once you have gathered the data requested, 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 School 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 through the portal.

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

Analysis:
Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about the *timeliness, coordination, and directedness* of the intervention strategies *that support each student's achievement of the school's 21st century learning expectations?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the *timeliness, coordination, and directedness* of the intervention strategies *support each student's achievement of the school's 21st century learning expectations.*

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 (see continuum of terms)** to which *timely, coordinated, and directive intervention strategies* support *each student's achievement of the school's 21st century learning expectations.*

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

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

Analysis:
Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about the **extent or degree** to which the school *provides timely, regular, and pertinent* information to families, *especially those in most need,* about each component program area (counseling, health, library/media, and services for identified students) of student support services?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school *provides timely, regular, and pertinent* information to families, *especially those in most need,* about each component program area (counseling, health, library/media, and services for identified students) of student support services.

Writing a Conclusion Sentence(s):
Write one or two sentences which identifies the **extent or degree** to which the school *provides timely, regular, and pertinent* information to families, *especially those in most need,* about each component program area (counseling, health, library/media, and services for identified students) of student support services.

Example:
The school consistently provides timely, regular, and pertinent information to families, especially those in most need, about each program area of student support services.

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

Indicator 3

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

Analysis:

Using the examples in Section II and Endicott survey results to form your discussion, what does the evidence show about the **extent or degree** to which counseling, health services, library/media services, and identified student support services personnel *use technology* to deliver an *effective range of* coordinated services for each student?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which counseling, health services, library/media services, and identified student support services personnel *use technology* to deliver an *effective range of* coordinated services for each student?

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the **extent or degree** to which counseling, health services, library/media services, and identified student support services personnel *use technology* to deliver an *effective range of* coordinated services for each student?

See example for Indicators 1 and 2.

Writing the narrative for the Indicator(s):

Follow the directions as detailed under this heading in Indicator 1.

Indicator 4

School counseling services have adequate, certified/licensed personnel and support staff who:
▪ *deliver a written, developmental program*
▪ *meet regularly with students to provide personal, academic, career, and college counseling*
▪ *engage in individual and group meetings with all students*
▪ *deliver collaborative outreach and referral to community and area mental health agencies and social service providers*
▪ *use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.*

Analysis:

a. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about the *adequacy of the number of certified/licensed school counseling personnel and support staff* available to deliver a range of programs and service?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** of the *adequacy of the number of certified/licensed school counseling personnel and support staff* available to deliver a range of programs and service.

b. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about *the existence of a written, developmental counseling program and how counseling personnel regularly and effectively deliver this program*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** of *the existence of a written, developmental counseling program and how counseling personnel regularly and effectively deliver this program.*

c. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about the *regularity of counseling services personnel in meeting with all students* to provide personal, academic, career, and college counseling?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** of the *regularity of counseling services personnel in meeting with all students* to provide personal, academic, career, and college counseling.

d. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how student counseling services adequately *engage in individual and group meetings with all students?*

    Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which student counseling services adequately *engage in individual and group meetings with all students.*

e. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how counselors *collaboratively deliver outreach and referrals to the community and area mental health providers?*

    Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which counselors *collaboratively deliver outreach and referrals to the community and area mental health providers.*

f. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about the effectiveness of counseling services personnel in *using relevant assessment data in an ongoing manner* to improve services and ensure each student achieves the school's 21st century learning expectations?

    Based on the analysis of your information, state the **extent or degree (see continuum of terms)** of the effectiveness of counseling services personnel in *using relevant assessment data in an ongoing manner* to improve services and ensure each student achieves the school's 21st century learning expectations.

Writing a Conclusion Sentence(s):
    Write one or two sentences which identifies the **extent or degree** to which counseling services have *an adequate number of certified/licensed personnel* who *effectively* deliver a *written and developmental* counseling program, *regularly* meet with students to provide *effective personal, academic, career, and college counseling* to *all* students, are *adequately* engaged in providing both *individual* and *group* meetings with *all* students, deliver *collaborative outreach* and *referrals* to community and area mental health agencies and social service providers, and use *relevant assessment data in an ongoing* manner to *improve* services and *ensure each student* achieves the school's 21st century learning expectations.

    Example:
    School counseling services have an adequate number of certified/licensed personnel who effectively deliver a written and developmental counseling program, regularly meet with students to provide effective personal, academic, career, and college counseling to all students, are sometimes engaged in providing both individual and group meetings with all students, occasionally deliver collaborative outreach and referrals to community and area mental health agencies and social service providers, but do not yet use relevant assessment data in an ongoing manner to improve services.

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

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

Analyzing the Evidence

Analysis:
 a. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about the *adequacy of the number of certified/licensed school health services personnel* available to deliver a range of programs and service?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** of the *adequacy of the number of certified/licensed school health services personnel* available to deliver a range of programs and service.

 b. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how health services personnel provide *adequate preventative and direct* intervention services?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** of how health services personnel provide *adequate preventative and direct* intervention services.

 c. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how health services personnel use *appropriate referral processes*?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** of health services personnel use *appropriate referral processes*.

 d. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how health services personnel *conduct ongoing student health assessments?*

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which health services personnel *conduct ongoing student health assessments.*

 e. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how health services personnel *use assessment data in an ongoing manner, including feedback from the school community,* to improve services?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which health services personnel *use assessment data in an ongoing manner, including feedback from the school community,* to improve services.

Writing a Conclusion Sentence(s):
  Write one or two sentences which identifies the **extent or degree** to which health services have *an adequate number of certified/licensed personnel* who *provide preventativ*e and *directive intervention service;* use *appropriate referral processes;* conduct *ongoing*, *routine* student health assessments; and *use assessment data in an ongoing manner, including feedback from the school community* to improve services and ensure that each student achieves the school's learning expectations.

  See example for indicator 5.

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

Indicator 6
Library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who:
- *are actively engaged in the implementation of the school's curriculum*
- *provide a wide range of materials, technologies, and other information services in support of the school's curriculum*
- *ensure that the facility is available and staffed for students and teachers before, during, and after school*

- *are responsive to students' interests and needs in order to support independent learning*
- *conduct ongoing assessment, using relevant data including feedback from the school community to improve services and ensure each student achieves the school's 21st century learning expectations.*

Analysis:

a. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about the adequacy of *the number of certified/licensed library/media services personnel and support staff to* ensure those services are *appropriately integrated* into the school's curriculum and instructional practices?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** of the adequacy of *the number of certified/licensed library/media services personnel and support staff available* to deliver a range of programs and service.

b. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how library/media services personnel are *actively engaged in the implementation of the school's curriculum*?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** of how library/media services personnel are *actively engaged in the implementation of the school's curriculum.*

c. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how library/media services provide a *wide range of print and non-print materials, computer hardware and software, and other resources* which *fully support the school's curriculum*?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** of how library/media services provide a *wide range of print and non-print materials, computer hardware and software, and other resources* which *fully support the school's curriculum.*

d. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about the *availability of the facility for student and teachers use throughout the entire school day, as well as before and after school hours?*

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** of the *availability of the facility for student and teachers use throughout the entire school day, as well as before and after school hours.*

e. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about the adequacy of library/media service personnel responses *to meeting students' interests and needs to support independent learning?*

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** of the adequacy of library/media service personnel responses *to meeting students' interests and needs to support independent learning.*

f. Using the examples in Section II and the Endicott survey results to form your discussion, what does the evidence show about how library/media services personnel *use assessment data in an ongoing manner, including relevant feedback from the school community* to improve the services*?*

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which library/media services personnel *use assessment data in an ongoing manner, including relevant feedback from the school community* to improve the services.

Writing a Conclusion Sentence(s):

   Write one or two sentences which identifies the **extent or degree** to which library/media services have *an adequate number of certified/licensed personnel* who are actively *engaged in the implementation of the school's curriculum; provide a wide range of print and non-print materials, computer hardware and software, and other*

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*resources which support the school's curriculum; appropriately and adequately responsive to meeting students'
interests and needs to fully support independent learning; and use relevant assessment data in an ongoing
manner, including feedback from the school community to improve the services* and ensure each student
achieves the school's 21st century learning expectations.

> See example for indicator 5.

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

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

Analysis:
a. Using the examples in Section II and the Endicott survey results to form your discussion, what does the
   evidence show about the adequacy of *the number of certified/licensed personnel and support staff* to provide
   a full range of services for identified students?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** of the
   adequacy of *the number of certified/licensed personnel and support staff* to provide a full range of services
   for identified students.

b. Using the examples in Section II and the Endicott survey results to form your discussion, what does the
   evidence show about how support services personnel who work with identified students regularly and
   effectively *collaborate with all teachers, counselors, targeted services, and other support staff* in order to
   achieve the school's 21st century learning expectations?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which
   support services personnel who work with identified students regularly and effectively *collaborate with all
   teachers, counselors, targeted services, and other support staff* in order to achieve the school's 21st century
   learning expectations.

c. Using the examples in Section II and the Endicott survey results to form your discussion, what does the
   evidence show about the adequacy of support services personnel who work with identified students to provide
   appropriate inclusive services for all identified students?

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** of the
   adequacy of support services personnel who work with identified students to provide *appropriate inclusive
   services for all identified students.*

d. Using the examples in Section II and the Endicott survey results to form your discussion, what does the
   evidence show about how support services personnel who work with identified students *use relevant
   assessment data in an ongoing manner, including feedback from the school community*, to improve services*?*

   Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which
   support services personnel who work with identified students *use relevant assessment data in an ongoing
   manner, including feedback from the school community*, to improve services.

Writing a Conclusion Sentence(s):
Write one or two sentences which identifies the **extent or degree** to which the student services have *an adequate number of certified/licensed personnel* who work with identified students to provide a full range of services; regularly and effectively *collaborate with all teachers, counselors, targeted services, and other support staff* in order to help students achieve the school's 21st century learning expectations; provide *adequate and appropriate inclusive services for all identified students*; and *use relevant assessment data, in an ongoing manner, including feedback from the school community*, to improve services and ensure each student achieves the school's 21st century learning expectations.

See example for indicator 5.

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 summary of the evidence in 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 School Resources for Learning. 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 School Resources for Learning, based on the conclusions and supportive evidence in the Narrative Essay and write a sentence that follows the summary.

Example:
Based on the CPSS Rating Guide for the Standard on School Resources for Learning, Sample High School judges its alignment to the Standard as Acceptable.

c.   Identify and list the school's strengths in aligning to the *specific indicators* in the Standard on School Resources for Learning.

d.   Identify and list the school's needs in aligning to the *specific indicators* in the Standard on School Resources for Learning.

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 for a sample Executive Summary.

Sample Continuum of Terms for Writing Conclusion Statements

ALWAYS

all

across the school

pervasive

often

the vast majority

most

by design

collectively

extensively

frequently

in some areas

consciously

deliberately

formally

informally

not by design

occasionally

sometimes

scattered

sporadically

infrequently

rarely

NEVER

R A T I N G   G U I D E

<u>School Resources for Learning</u>

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

A rating of **LIMITED** is appropriate if the school has timely, coordinated, and directive intervention strategies for all students, provides sufficient counseling, health, and information services personnel, but:
- Do not provide adequate information to families, especially those most in need, about available student support services
- Do not provide a comprehensive range of counseling services to students
- Do not provide a range of comprehensive health services to students
- Do not provide a wide range of library media materials, technologies, and other information services in support of the school's curriculum

A rating of **ACCEPTABLE** is appropriate if the school has timely, coordinated, and directive intervention strategies for all students; provides sufficient counseling, health, and information services personnel; fully informs families, especially those most in need, about available student support services; provides a comprehensive range of counseling services to students; provides a full range of comprehensive health services to students; provides a wide range of materials, technologies, and other information services in support of the school's curriculum; and provides all of the following:
- Counseling personnel deliver a written, developmental program; meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with all students; deliver collaborative outreach and referral to community and mental health agencies and social service providers
- Health personnel provide preventative health services and direct intervention services, use an appropriate referral process, and conduct ongoing student health assessments
- Library/media services are integrated into the curriculum and library/media personnel are actively engaged in the implementation of the school's curriculum, and are responsive to students' interests and needs in order to support independent learning

A rating of **EXEMPLARY** is appropriate if all the descriptors in the **ACCEPTABLE** rating are met and:
- Support services staff use technology to deliver an effective range of coordinated services for each student
- Counseling services, health services, and library/media services use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations