

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



***SELF-STUDY GUIDE:***

6

***STUDENT SERVICES AND SUPPORT***

**FOR 2017 SCHOOLS  
COMMITTEE ON TECHNICAL & CAREER INSTITUTIONS**

# 6

## Student Services and Support

*Student learning and well-being are dependent upon appropriate sufficient support. The school/center 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/center's mission, core values, and beliefs. Student services and support enable each student to achieve the school/center's 21<sup>st</sup> century learning expectations.*

1. All students have an equal opportunity to achieve the school/center's learning expectations.
2. The physical areas provided for student support services are appropriate for the particular service and ensure privacy and confidentiality.
3. The school/center maintains all student, alumnae, administrative, and personnel records in a confidential and secure manner consistent with federal, state, and local laws or regulations.
4. School/center counseling services have access to an adequate number of certified/licensed personnel and support staff who:
  - provide academic, career, and personal counseling
  - deliver a written, developmental program
  - engage in individual and group meetings with students
  - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
  - provide preventative health services and direct intervention services including emergency care
  - conduct ongoing student health assessments
  - inform faculty and staff of medical conditions of their students when appropriate
  - securely maintain student health records
  - use ongoing, relevant assessment data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.
5. The school/center ensures that students have access to educational media services that are integrated into curriculum and instructional practices. There are an adequate number of personnel and support staff who:
  - are actively engaged in the implementation of the school/center's curriculum
  - provide a wide range of materials, technologies, and other information services in support of the school/center's curriculum
  - are responsive to students' interests and needs in order to support independent learning
  - conduct ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.
6. Support services for identified students, including special education, Section 504 of the Federal Rehabilitation Act of 1973, 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 learning expectations
  - provide inclusive learning opportunities for all students
  - perform ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.
7. The institution has a published Information Resources and Responsible Use policy which is consistent with its mission.
  8. An adequate method of student record keeping is in place and individual student files include the following:
    - Attendance
    - Technical competency assessment
    - Academic achievement
    - Test results
    - Individual Education Plan or 504 Plan as appropriate
    - Safety test documentation
    - Industry recognized certifications attained.
  9. Graduate follow-up studies are conducted and the resultant data is shared with staff to assist with program and curriculum development.
  10. An assessment system is available to assist students with the identification of career aptitudes and interests.
  11. The school/center has a comprehensive safety/crisis response plan that ensures:
    - Students, faculty and staff are trained to assist with emergency situations
    - A written crisis intervention plan has been developed and implemented
    - Evacuation procedures are widely publicized, and regularly scheduled drills are held and results documented.
  12. Written admissions policy identifies enrollment criteria for students as well as the process for determining student enrollment allotments, if appropriate, from participating/sending schools.
  13. Student transportation is scheduled to ensure that all students will arrive and depart from the school/center with minimal loss of time on task.

## Directions for the Committee on Student Services and Support

This Standard Committee is charged with the responsibility of developing a document that demonstrates the extent to which the school/center is adhering to the Standard for Accreditation on Student Services and Support. Committee members should remember that the process of determining adherence 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/center is adhering to the Standard using the Rating Guide. This rating, and the Committee's list of strengths and needs for the Standard, will become part of the Executive Summary.

### I. Gaining an Understanding of the Standard and Preparing to Begin

Make a copy of this Guidebook for each member of the Standard Committee from the website:  
<http://ctci.neasc.org>.

Read and discuss the Standard for Accreditation on Student Services and Support 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/center staff are based on a shared understanding of the terminology.

### II. Collecting Data Related to the Standard on Student Services and Support

#### A. Data Already Gathered:

The results of the opinion surveys administered to parents, students, and teachers with regard to this Standard.

#### B. Data to be Gathered by 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 workroom at the school/center for your use and use by the visiting team.

#### Indicator 1

*All students have an equal opportunity to achieve the school/center's learning expectations*

- ✓ Learning expectations are clear, concise, and relevant to each program area and reflect the school/center's overall core values and beliefs (6.1; 1.2; 1.3; 4.2; 4.3)
- ✓ A list of student support services which enable each student, including at-risk and identified students, to achieve the school/center's learning expectations (6.1)
- ✓ A list of any program specific student support services provided (6.1)
- ✓ A description of the outreach efforts conducted by each of the support services (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 (6.1)

#### Indicator 2

*The physical areas provided for student support services are appropriate for the particular service and ensure privacy and confidentiality.*

- ✓ A description of the accommodations made to ensure that all counseling and support services are provided in a confidential and emotionally safe environment (6.2)

- ✓ A description of the reasonable accommodations made to ensure the personal health and safety of students, faculty, and staff during crisis and/or emergencies (6.2)
- ✓ A description of the reasonable accommodations made to provide student support services in a sanitary and attractive environment (6.2)

### **Indicator 3**

*The school/center maintains all student, alumnae, administrative, and personnel records in a confidential and secure manner consistent with federal, state, and local laws or regulations.*

- ✓ Describe the training and/or provide professional development to employees related to school/center policy and state and federal law, regulation, and/or guidelines relative to security and the confidentiality of all records (6.3)
- ✓ Describe the system in place for the secure and confidential maintenance and archiving of student records and permanent files in accordance with applicable policies, laws and/or regulations (6.3)
- ✓ Describe the system in place for the secure and confidential maintenance of current student health records in accordance with applicable policies, laws and/or regulations (6.3)
- ✓ Describe the system in place for the secure and confidential maintenance and achieving of personnel records including attendance, payroll, evaluation, and other employee records in accordance with applicable policies, contracts, and laws and/or regulations (6.3)
- ✓ Describe the system in place for the secure and confidential maintenance and achieving of alumnae and alumni files in accordance with applicable policy, law, and/or regulations (6.3)
- ✓ List the individuals in each office, department, and/or data center responsible for maintaining confidentiality in accordance with all state and federal law, regulations, and/or guidelines (6.3)

### **Indicator 4**

*School/center counseling services have access to an adequate number of certified/licensed personnel and support staff who:*

- provide academic, career, and personal counseling
  - deliver a written, developmental program
  - engage in individual and group meetings with students
  - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
  - provide preventative health services and direct intervention services including emergency care
  - conduct ongoing student health assessments
  - inform faculty and staff of medical conditions of their students when appropriate
  - securely maintain student health records
  - use ongoing, relevant assessment data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.
- ✓ A list of all certified/licensed health services, counseling, and support personnel with a brief description of the roles and responsibilities of each individual's position (6.4)
  - ✓ A description of all on-going, preventative, and direct intervention services provided (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 (6.4)
  - ✓ An description of the amount of time counseling personnel meet with students in group sessions (6.4)
  - ✓ A list of the local area medical, mental health and social service agencies with which the school/center 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 used to improve services and ensure that each student achieves the school/center's learning expectations (6.4)
- ✓ A description of the changes made, based on the data and feedback received, to improve health and counseling services (6.4)

### **Indicator 5**

*The school/center ensures that students have access to educational media services that are integrated into curriculum and instructional practices. There are an adequate number of personnel and support staff who:*

- are actively engaged in the implementation of the school/center's curriculum
  - provide a wide range of materials, technologies, and other information services in support of the school/center's curriculum
  - are responsive to students' interests and needs in order to support independent learning
  - conduct ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's 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 (6.5)
  - ✓ If certified/licensed library/media services personnel are not on site, provide a description of the support, training, and professional development provided to the non-licensed personnel who provide services at the school/center to ensure each student achieves the school/center's learning expectations. (6.5)
  - ✓ Provide examples of how library/media services personnel are actively engaged in the implementation of the curriculum (6.5)
  - ✓ An inventory of print materials, non-print materials, computer hardware and software, and other resources that support the school/center's curriculum (6.5)
  - ✓ Details of the operating hours of the facility, including before, during, and after school (6.5)
  - ✓ A description of services available that support independent learning and demonstrate students' needs and interests are being met (6.5)
  - ✓ Examples of the types of assessment data, including feedback from the school/center community, library/media services personnel use to improve services and ensure that each student achieves the school/center's learning expectations (6.5)
  - ✓ A description of changes made based on the data and feedback received to improve library/media services (6.5)

### **Indicator 6**

*Support services for identified students, including special education, Section 504 of the Federal Rehabilitation Act of 1973, 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 learning expectations
  - provide inclusive learning opportunities for all students
  - perform ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.
- ✓ A list of school/center 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 (6.6)
  - ✓ Examples of ways in which all teachers, counselors, targeted services, and other support services personnel collaborate in order to achieve the school/center's 21<sup>st</sup> century learning expectations (6.6)
  - ✓ A description of inclusive learning opportunities for all students (6.6)

- ✓ A description of the types of assessment data used, including feedback from the school/center community, to improve support services for identified students and ensure that each student achieves the school/center's learning expectations (6.6)
- ✓ A description of changes made based on the data and feedback received to improve support services (6.6)

### **Indicator 7**

*The institution has a published Information Resources and Responsible Use policy which is consistent with its mission.*

- ✓ Provide the most recently Information Resources and Responsible Use policy and a list of all publications in which it is contained. (6.7)
- ✓ A description of the process that was utilized to develop the school/center's Information Resources and Responsible Use policy that ensured that policy's consistency with the school/center's mission.
- ✓ A description of the process by which the Information Resource and Responsible Use policy is disseminated and enforced.

### **Indicator 8**

*An adequate method of student record keeping is in place and individual student files include the following:*

- Attendance
  - Technical competency assessment
  - Academic achievement
  - Test results
  - Individual Education Plan or 504 Plan as appropriate
  - Safety test documentation
  - Industry recognized certifications attained.
- ✓ Describe the system in place for the timely recording and maintaining of student records (6.8)
  - ✓ Describe the system in place for maintaining confidentiality in accordance with all state and federal law, regulations, and/or guidelines.(6.8)
  - ✓ Provide a copy of the school/center policy that addresses the recording and maintaining of student records (6.8).

### **Indicator 9**

*Graduate follow-up studies are conducted and the resultant data is shared with staff to assist with program and curriculum development.*

- ✓ Describe the system in place conducting graduate follow-up studies (6.9).
- ✓ Describe the system in place for sharing the resulting data with staff (6.9).
- ✓ Provide several examples of how graduate follow-up data was used to drive program and curriculum development (2.7; 3.4; 6.9)

### **Indicator 10**

*An assessment system is available to assist students with the identification of career aptitudes and interests.*

- ✓ Describe the assessment system in place to assist students with the identification of career aptitudes and interests (6.10).
- ✓ Provide the annual timeline for assessment, meetings, and/or counseling services provided to students related to the identification of career aptitudes and interests (6.10).

### **Indicator 11**

*The school/center has a comprehensive safety/crisis response plan that ensures:*

- Students, faculty and staff are trained to assist with emergency situations
  - A written crisis intervention plan has been developed and implemented
  - Evacuation procedures are widely publicized, and regularly scheduled drills are held and results documented.
- 
- ✓ Provide a copy of the crisis intervention plan and, if available, policy including methods of publication and training (6.11).
  - ✓ Provide documentation of training that has been conducted for students, faculty and staff to prepare them to safely assist in emergency situations (6.11).
  - ✓ Provide a list of dates and types of scheduled drills and results (6.11).

### **Indicator 12**

*Written admissions policy identifies enrollment criteria for students as well as the process for determining student enrollment allotments, if appropriate, from participating/sending schools.*

- ✓ Provide a copy of the written admissions policy that identifies enrollment criteria for students as well as the process for determining student enrollment allotments, if appropriate, from participating/sending schools (6.12)
- ✓ Provide documentation that the policy is in accordance with all state and federal law, regulations, and/or guidelines (6.12)

### **Indicator 13**

*Student transportation is scheduled to ensure that all students will arrive and depart from the school/center with minimal loss of time on task.*

- ✓ Provide a copy of the transportation policy and procedures adopted by the school/center (6.13).
- ✓ Provide a copy of the schedules for all bus runs including pick-up, arrival, departure, and drop off times for each run and stop (6.13).

## **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 Student Services and Support. **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/center's self-study web portal. Supporting documentation can also be linked to the narrative through the portal.

### **Indicator 1**

*All students have an equal opportunity to achieve the school/center's learning expectations.*

#### **Analysis:**

Using the examples in Section II and survey results to form your discussion, what does the evidence show about the how the school/center ensures that all students have an equal opportunity to achieve the school/center's learning expectations.

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center provides *all students* with an equal opportunity to achieve the school/center's learning expectations.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the extent or degree to which all students have an equal opportunity to achieve the school/center's learning expectations.

Example:

The school/center consistently provides all students with an equal opportunity to achieve the school/center's learning expectations.

**Writing the narrative for the Indicator(s):**

Take your conclusion sentence that includes the **extent** to which the school/center is meeting the indicator or each component of the indicator; place it at the beginning of your paragraph and underline it.

Now, following the underlined conclusion sentence and based on your discussion and analysis, write sentences to complete your paragraph that justify or support your underlined 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 information forms the details that justify or support your underlined conclusion.

This writing will form one part of your Narrative Essay. It should be double-spaced and it should be written in the third person. We recommend that fonts be consistent across the Indicators and prefer Times New Roman/12.

**Indicator 2**

*The physical areas provided for student support services are appropriate for the particular service and ensure privacy and confidentiality.*

Analysis:

Using the examples in Section II and survey results to form your discussion, what does the evidence show about the extent to which the school/center provides physical areas for support services that are appropriate for the particular service and ensure privacy and confidentiality.

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center *provides* physical areas for support services that are appropriate for the particular service and ensure privacy and confidentiality.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the extent or degree to which the school/center *provides* physical areas for support services that are appropriate for the particular service and ensure privacy and confidentiality.

Example:

The school/center consistently provides physical areas for most student support services that are appropriate for the particular direct service being provided and ensure privacy and confidentiality. However, the learning environment provided for English Language Learners is a converted office and insufficient for the numbers of students receiving services during the school day.

**Writing the narrative for the Indicator(s):**

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

**Indicator 3**

*The school/center maintains all student, alumnae, administrative, and personnel records in a confidential and secure manner consistent with federal, state, and local laws or regulations.*

**Analysis:**

Using the examples in Section II and survey results to form your discussion, what does the evidence show about the extent to which the school/center maintains all student, alumnae, administrative, and personnel records in a confidential and secure manner consistent with federal, state, and local laws or regulations.

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center maintains all student, alumnae, administrative, and personnel records in a confidential and secure manner consistent with federal, state, and local laws or regulations.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the extent or degree to which the school/center maintains all student, alumnae, administrative, and personnel records in a confidential and secure manner consistent with federal, state, and local laws or regulations.

Example:

The school/center consistently maintains all student, alumnae, administrative, and personnel records consistent with federal, state, and local laws or regulations. However, these records and files, and documents are not consistently stored securely to ensure maintenance of confidentiality.

**Writing the narrative for the Indicator(s):**

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

**Indicator 4**

*School/center counseling services have access to an adequate number of certified/licensed personnel and support staff who:*

- *provide academic, career, and personal counseling*
- *deliver a written, developmental program*
- *engage in individual and group meetings with students*
- *deliver collaborative outreach and referral to community and area mental health agencies and social service providers*
- *provide preventative health services and direct intervention services including emergency care*
- *conduct ongoing student health assessments*
- *inform faculty and staff of medical conditions of their students when appropriate*
- *securely maintain student health records*
- *use ongoing, relevant assessment data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.*

**Analysis:**

- a. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about the extent to which the school/center *provides academic, career, and personal counseling* to all students?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center counseling services staff *provide academic, career, and personal counseling* to all students.

- b. Using the examples in Section II and the 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)** to which the school/center has and *regularly, effectively delivers of a written, developmental counseling program*.

- c. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about the *engagement in individual and group meetings with students*?

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

- d. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about the *delivery of collaborative outreach and referral to community and area mental health agencies and social service providers*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center counseling services staff *delivers collaborative outreach and referral to community and area mental health agencies and social service providers*.

- e. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about how student support and services *provide preventative health services and direct intervention services including emergency care*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which student support and services staff *provide preventative health services and direct intervention services including emergency care*.

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

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *students have ongoing health assessments and what assessments are provided*.

- g. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about the provision of *information to faculty and staff of the medical conditions of their students when appropriate*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *faculty and staff are informed of the medical conditions of their students when appropriate*.

- h. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about the *secure maintenance of student health records*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *student health records are securely maintained*.

- i. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about the use of *ongoing, relevant assessment data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** the use of *ongoing, relevant assessment data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations*.

**Writing a Conclusion Sentence(s):**

Write a few sentences which identify 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, provide preventative health services and direct intervention services including emergency care to all students, conduct ongoing student health assessments for all students, inform faculty and staff of medical conditions of their students when appropriate, securely maintain student health records, and use relevant assessment data in an ongoing manner to improve services and ensure each student achieves the school/center's expectations.*

Example:

School/center 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 use relevant assessment data in an ongoing manner to improve services. Student services and support provide preventative health services and direct intervention services including emergency care, conduct ongoing student health assessments, and inform faculty and staff of medical conditions of their students when appropriate for all students. Student health records are well maintained, but not always stored securely.

#### **Writing the narrative for the Indicator(s):**

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

#### **Indicator 5**

*The school/center ensures that students have access to educational media services that are integrated into curriculum and instructional practices. There are an adequate number of personnel and support staff who:*

- *are actively engaged in the implementation of the school/center's curriculum*
- *provide a wide range of materials, technologies, and other information services in support of the school/center's curriculum*
- *are responsive to students' interests and needs in order to support independent learning*
- *conduct ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.*

#### **Analysis:**

- a. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about the *active engagement of educational media services personnel and support staff in the implementation of the school/center's curriculum?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the *educational media services personnel and support staff are actively engaged in the implementation of the school/center curriculum.*

- b. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about the provision of *a wide range of materials, technologies, and other information services in support of the school/center's curriculum?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *a wide range of materials, technology, and other information services are provided in support of the school/center's curriculum.*

- c. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about the *responsiveness of school/center educational media services personnel and support staff to students' interests and needs in order to support independent learning?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center's educational media services personnel and support staff *are responsive to students' interests and needs in order to support independent learning.*

- d. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about the *ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which school/center's educational media services personnel and support staff use *ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.*

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the extent or degree to which the *school/center has an adequate number of certified/licensed personnel and support staff to ensure that students have access to educational media services that are integrated into curriculum and instructional practices and that there are an adequate number of personnel and support staff who are actively engaged in the implementation of the school/center's curriculum, provide a wide range of materials, technologies, and other information services in support of the school/center's curriculum, are responsive to students' interests and needs in order to support independent learning, conduct ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.*

**Example:**

Students have access to educational media services that are integrated into curriculum and instructional practices. There are an adequate number of personnel and support staff who are actively engaged in the implementation of the school/center's curriculum, provide a wide range of materials, technologies, and other information services in support of the school/center's curriculum, and are responsive to students' interests and needs in order to support independent learning. Although ongoing assessment using relevant data is conducted, including feedback from the school/center community, there is insufficient analysis to document its use to improve services and ensure each student achieves the school/center's learning expectations.

**Writing the narrative for the Indicator(s):**

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

**Indicator 6**

*Support services for identified students, including special education, Section 504 of the Federal Rehabilitation Act of 1973, 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 learning expectations*
- *provide inclusive learning opportunities for all students*
- *perform ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.*

**Analysis:**

- a. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about the *collaboration of all teachers, counselors, targeted services, and other support staff in order to achieve the school's learning expectations?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *all teachers, counselors, targeted services, and other support staff collaborate in order to achieve the school's learning expectation.*

- b. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about how the school/center *provides inclusive learning opportunities for all students*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center *provides inclusive learning opportunities for all students*.

- c. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about the *ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *ongoing assessment using relevant data, including feedback from the school/center community is used to improve services and ensure each student achieves the school/center's learning expectations*.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the extent or degree to which *support services for identified students, including special education, Section 504 of the Federal Rehabilitation Act of 1973, 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 learning expectations, provide inclusive learning opportunities for all students, and perform ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations*.

Example:

The school/center has an adequate number of certified/licensed personnel and support staff to provide high quality support services for identified students, including special education, Section 504 of the Federal Rehabilitation Act of 1973, and English language learners who collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's learning expectations and provide inclusive learning opportunities for all students. Ongoing assessment using relevant data, including feedback from the school/center community is preformed, analyzed, and used to improve services and ensure each student achieves the school/center's learning expectations.

**Writing the narrative for the Indicator(s):**

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

**Indicator 7**

*The institution has a published Information Resources and Responsible Use policy which is consistent with its mission.*

**Analysis:**

Using the examples in Section II and the survey results to form your discussion, what does the evidence show about that the *Information Resources and Responsible Use policy is adequately published and whether it is consistent with the school/center's mission*.

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the *Information Resources and Responsible Use policy is published and whether it is consistent with the school/center's mission*.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the extent or degree to which *Information Resources and Responsible Use policy is published and whether it is consistent with the school/center's mission*.

Example:

The school/center has a Information Resources and Responsible Use policy that is consistent with its mission. This policy is included in the District Policy Book available in the Superintendent’s Office, all school Administration Offices, and published to the District website.

**Writing the narrative for the Indicator(s):**

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

**Indicator 8**

*An adequate method of student record keeping is in place and individual student files include the following:*

- Attendance
- Technical competency assessment
- Academic achievement
- Test results
- Individual Education Plan or 504 Plan as appropriate
- Safety test documentation
- Industry recognized certifications attained.

**Analysis:**

Using the examples in Section II and the survey results to form your discussion, what does the evidence show about how the school/center’s *method of safe and secure student record keeping with regard to individual student files include attendance, technical competency assessment, academic achievement, test results, Individual Education Plan or 504 Plan as appropriate, safety test documentation, and industry recognized certifications attained.*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center has a safe and secure method of student record keeping for all student records including individual student files include attendance, technical competency assessment, academic achievement, test results, Individual Education Plan or 504 Plan as appropriate, safety test documentation, and industry recognized certifications attained.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the extent or degree to which the school/center has a safe and secure method of student record keeping for all student records including individual student files include attendance, technical competency assessment, academic achievement, test results, Individual Education Plan or 504 Plan as appropriate, safety test documentation, and industry recognized certifications attained

Example:

The school/center has a safe a secure method of student record keeping for all student records including individual student files include attendance, technical competency assessment, academic achievement, test results, Individual Education Plan or 504 Plan as appropriate, safety test documentation, and industry recognized certifications attained.

**Writing the narrative for the Indicator(s):**

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

**Indicator 9**

*Graduate follow-up studies are conducted and the resultant data is shared with staff to assist with program and curriculum development.*

**Analysis:**

Using the examples in Section II and the survey results to form your discussion, what does the evidence show about how the *graduate follow-up studies are conducted and the resultant data is shared with staff to assist with program and curriculum development.*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center conducts graduate follow-up studies and shares the resultant data with staff to assist with program and curriculum development.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identify the extent or degree to which the school/center conducts graduate follow-up studies and shares the resultant data with staff to assist with program and curriculum development.

Example:

The school/center conducts annual graduate follow-up studies and shares the resultant data with staff to assist with program and curriculum development.

**Writing the narrative for the Indicator(s):**

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

**Indicator 10**

*An assessment system is available to assist students with the identification of career aptitudes and interests.*

**Analysis:**

Using the examples in Section II and the survey results to form your discussion, what does the evidence show about which *assessment system is available to assist students with the identification of career aptitudes and interests*, how that assessment is provided and utilized.

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center provides an *assessment system to assist students with the identification of their career aptitudes and interests.*

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identify the extent or degree to which the school/center provides an assessment system to assist students with the identification of their career aptitudes and interests.

Example:

The school/center administers the XYZ Career Inventory and Interest Scale to freshman during the first term and guidance counselors meet with each student prior to the choosing of their vocational technical shop to assist them with the identification of their career aptitudes and interests.

**Writing the narrative for the Indicator(s):**

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

**Indicator 11**

*The school/center has a comprehensive safety/crisis response plan that ensures:*

- Students, faculty and staff are trained to assist with emergency situations
- A written crisis intervention plan has been developed and implemented
- Evacuation procedures are widely publicized, and regularly scheduled drills are held and results documented.

**Analysis:**

- a. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about the *training provided to students, faculty, and staff to assist with emergency situations*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *all students, faculty, and staff are trained to assist with emergency situations*.

- b. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about *the development and implementation of a written crisis intervention plan*.

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center has developed and implemented a written crisis intervention plan.

- c. Using the examples in Section II and the survey results to form your discussion, what does the evidence show about how the *evacuation procedures are publicized, the regularity of scheduled drills, and how results are documented*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which evacuation procedures are widely publicized, regularly scheduled drills are held, and results are documented.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the extent or degree to which *the school/center has a comprehensive safety/crisis response plan that ensures that students, faculty, and staff have been trained to assist with emergency situations, a written crisis intervention plan has been developed and implemented, evacuation procedures have been widely publicized, and regularly scheduled drills are held and results documented*.

Example:

The school/center Safety Committee developed a comprehensive safety/crisis response plan, including a written crisis intervention plan that was adopted by the school/center. Under this plan, students, faculty, and staff have been trained to assist with emergency situations, evacuation procedures have been widely publicized, and regularly scheduled drills are held and the results documented.

**Writing the narrative for the Indicator(s):**

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

**Indicator 12**

*Written admissions policy identifies enrollment criteria for students as well as the process for determining student enrollment allotments, if appropriate, from participating/sending schools.*

**Analysis:**

Using the examples in Section II and the survey results to form your discussion, what does the evidence show about how the *written admissions policy identifies enrollment criteria for students as well as the process for determining student enrollment allotments, if appropriate, from participating/sending schools*?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center's *written admissions policy identifies enrollment criteria for students as well as the process for determining student enrollment allotments, if appropriate, from participating/sending schools*.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identify the extent or degree to which *the school/center's written admissions policy identifies enrollment criteria for students as well as the process for determining student enrollment allotments, if appropriate, from participating/sending schools.*

Example:

The school/center's written admissions policy was revised and approved by the state department of education and the district school committee in 2016. This policy clearly identifies enrollment criteria for students as well as the process for determining student enrollment allotments from participating/sending school.

**Writing the narrative for the Indicator(s):**

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

**Indicator 13**

*Student transportation is scheduled to ensure that all students will arrive and depart from the school/center with minimal loss of time on task.*

**Analysis:**

Using the examples in Section II and the survey results to form your discussion, what does the evidence show about how student transportation is scheduled to ensure that all students will arrive and depart from the school/center with minimal loss of time on task?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center student transportation schedule ensures that all students will arrive and depart from the school/center with minimal loss of time on task.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identify the extent or degree to which the school/center student transportation schedule ensures that all students will arrive and depart from the school/center with minimal loss of time on task.

Example:

The school/center has sufficient bussing capacity and has developed student transportation schedules that ensure that all students will arrive and depart with minimal loss of time on task.

**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/center 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/center's level of adherence to the Standard on Student Services and Support. 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/center's level of adherence to the Standard on Student Services and Support, based on the conclusions and supportive evidence in the Narrative Essay and write a sentence that follows the summary.

Example:

Based on the CTCI Rating Guide for the Standard on Student Services and Support Sample the school/center judges its adherence to the Standard as Acceptable.

- c. Identify and list the school/center's strengths in adhering to the *specific indicators* in the Standard on Student Services and Support.
- d. Identify and list the school/center's needs in adhering to the *specific indicators* in the Standard on Student Services and Support.
- 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, page 43, for a sample Executive Summary.

**Sample Continuum of Terms for Writing Conclusion Statements**

ALWAYS

all

across the school/center

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

# RATING GUIDE

## STUDENT SERVICES AND SUPPORT

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:

- The school/center does not provide all students, including identified and at-risk students, an equal opportunity to achieve the school/center's learning expectations
- School/center counseling personnel (student to counselor ratio should not exceed 300:1), health/nursing personnel, library/media personnel or special support services personnel are insufficient in number to enhance and support the school/center's core values and beliefs and to enable each student to achieve the school/center's learning expectations
- The school/center does not have a comprehensive safety/crisis response plan
- The school/center does not have an adequate method of student record keeping
- The school/center does not have a written admissions policy that identifies enrollment criteria for students as well as the process for determining student enrollment allotments, if appropriate, from participating/sending schools

A rating of **LIMITED** is appropriate if the school/center does provide all students with an equal opportunity to achieve the school/center's learning expectation, does provide inclusive learning opportunities for all students, does provides sufficient counseling, health, support services, and information services personnel, but:

- Support staff does not collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school's learning expectations
- Does not provide a comprehensive range of counseling services to students
- Does not provide a range of comprehensive health services to students
- Does not provide a wide range of library media materials, technologies, and other information services in support of the school/center's curriculum

A rating of **ACCEPTABLE** is appropriate if the school/center does provide all students with an equal opportunity to achieve the school/center's learning expectation, does provide inclusive learning opportunities for all students; does provide sufficient counseling, health, support services, and information services personnel; collaborate with all teachers, counselors, targeted services and other support staff in order to achieve the school/center's learning expectations; 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/center'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/center's curriculum, and are responsive to students' interests and needs in order to support independent learning
- A published Information Resources and Responsible Use policy which is consistent with its mission
- An adequate method of student record keeping is in place
- Graduate follow-up studies are conducted and resultant data is shared with staff to assist with program and curriculum development
- An assessment system is available to assist students with the identification of career aptitudes and interests
- A comprehensive safety/crisis response plan
- Written admissions policy identifies enrollment criteria for students as well as the process for determining student enrollment allotments, if appropriate, from participating /sending schools
- Student transportation is scheduled to ensure that all students will arrive and depart from the school/center with minimal loss of time on task

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

- Counseling services, health services, support services, and library/media services use ongoing, relevant assessment data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations