

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



SELF-STUDY GUIDE

7

SCHOOL FINANCE AND COMMUNITY RELATIONS

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



School Finance and Community Relations

The achievement of the school/center's mission, core values, beliefs and learning expectations requires active community, governing board, and parent/guardian advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
 - a wide range of school/center programs and services
 - sufficient professional and support staff
 - ongoing professional development and curriculum revision
 - a full range of technology support, including personnel and infrastructure
 - sufficient equipment for CTE and academic programs
 - sufficient instructional materials and supplies.
 - a learning environment that supports high levels of learning for all.
2. The school/center/ community develops, plans, and funds programs to ensure:
 - the replacement of equipment, the maintenance and repair of facilities and equipment, and thorough and routine cleaning of the facility
 - adequate network infrastructure and technological peripherals
 - school/center's plant is effectively and efficiently ventilated, heated, and lighted.
3. There is sufficient funding to ensure the school/center implements a long-range plan that addresses and supports:
 - programs and services
 - enrollment changes and staffing needs
 - capital improvements to protect the financial investment of the site and buildings.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school/center site/facility supports and enhances all aspects of the educational program and is maintained to meet all applicable federal, state, and local laws and are in compliance with local fire, health and safety regulations.
6. Appropriate school/center/ transportation procedures are in place to ensure the safety of the students and in compliance with all federal, state, and local laws and regulations.
7. The professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school/center.
8. The school/center/ develops productive career and technical advisory, community, business, and higher education partnerships to support student learning.
9. Records of all funds collected and disbursed in connection with any part of the school/center's program are kept in an accurate and systemic form.
10. Funds collected are properly safeguarded.
11. The governing board and the administration exercise control over all financial operations. An appropriate system of checks and balances is in place to ensure integrity in the collection and disbursement of all school/center/ funds.
12. Records of all funds collected and disbursed are audited at appropriate intervals in accordance with local and state requirements.

Directions for the Committee on School Finance and Community Relations

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 School Finance and Community Relations. 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

- A. Make a copy of this Self-Study Guide for each member of the Standard Committee from the website: <http://ctci.neasc.org>.
- B. Read and discuss the Standard for Accreditation on School Finance and Community Relations 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 Resources for Standard on School Finance and Community Relations

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 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 workroom at the school/center for your use and use by the visiting team.

Indicator 1

The community and the district's governing body provide dependable funding for:

- *a wide range of school/center programs and services*
- *sufficient professional and support staff*
- *on-going professional development and curriculum revision*
- *a full range of technology support, including personnel and infrastructure*
- *sufficient equipment for CTE and academic support*
- *sufficient instructional materials and supplies*
- *a learning environment that supports high levels of learning for all.*

- ✓ The school/center's/ Program of Studies and a list of all co-curricular activities (7.1)
- ✓ The school/center's approved budget for the year in which the school/center is being evaluated (7.1)
- ✓ Budgeted amounts for the last two years for: (a) professional development, (b) curriculum revision, (c) technology support, (d) equipment, and (e) instructional materials and supplies (7.1)
- ✓ A list of any inadequacies noted by departments/teams related to instructional materials and supplies and technology support which negatively impact students' achievement of the learning expectations (7.1)
- ✓ A list of any inadequacies, including any multi-year trends, in the funding of services to students (7.1)
- ✓ A list of any inadequacies, including multi-year trends, in the funding of school/center programs (7.1)

Indicator 2

The school/center community develops, plans, and funds programs to ensure:

- *the replacement of equipment, the maintenance and repair of facilities and equipment, and thorough and routine cleaning of the facility*
- *adequate network infrastructure and technological peripherals*
- *the school/center's plant is effectively and efficiently ventilated, heated and lighted.*
- ✓ A description of the processes for the maintenance, cataloging, and replacement of equipment (7.2)
- ✓ A description and schedule for the regular maintenance, cleaning procedures and repair of the building and school/center plant (7.2)
- ✓ A recent audit report on the energy efficiency of the lighting, ventilation and heating system (7.2)

Indicator 3

There is sufficient funding to ensure the school/center implements a long-range plan that addresses and supports:

- *programs and services*
- *enrollment changes and staffing needs*
- *capital improvements to protect the financial investment of the site and buildings.*
- ✓ The school/center's formal long-range plans for each of the following:
 - programs and services
 - anticipated enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements (7.3)
- ✓ The amount budgeted for each of the last two years to support each of the following:
 - the school/center's long range plan for programs and services
 - anticipated enrollment changes and staffing needs
 - facility needs
 - technology
 - capital improvements (7.3)

Indicator 4

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

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

Indicator 5

The school site/facility supports and enhances all aspects of the educational program and is maintained to meet all applicable federal, state, and local laws and is in compliance with local fire, health and safety regulations.

- ✓ Provide by service area (e.g., guidance, food services, nursing services, etc.) and by program, an explanation of how the site/facility supports and enhances all aspects of the educational program (7.5)
- ✓ Provide evidence that the site/facility is maintained to meet all applicable federal, state and local laws (7.5)
- ✓ Provide evidence that the facility is in compliance with fire, health and safety regulations (7.5)

Indicator 6

Appropriate school/center transportation procedures are in place to ensure the safety of the students and in compliance with all federal, state, and local laws and regulations.

- ✓ Provide evidence that transportation procedures are in place to ensure the safety of the students (7.6)
- ✓ Provide evidence that transportation procedures are in compliance with all federal, state, and local laws and regulations (7.6)

Indicator 7

The professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school/center.

- ✓ A description of ways that the school/center professional staff engages parents and successfully engaged families in each student's education (7.7)
- ✓ Evidence of procedures or processes in place to support or direct professional staff in contacting families that are/were less connected to the school/center (7.7)

Indicator 8

The school/center/ develops productive career and technical advisory, community, business, and higher education partnerships to support student learning.

- ✓ A list of the school/center's career and technical advisory, community, business, and higher education partnerships including corresponding numbers of student participants/beneficiaries of each partnership (7.8)

Indicator 9

Records of all funds collected and disbursed in connection with any part of the school/center's program are kept in an accurate and systemic form.

- ✓ Documents that indicate the school/center implemented protocols for collecting and disbursing funds (7.9)
- ✓ Evidence of systems and management for school finances and disbursement of funds according to the governing policies (7.9)

Indicator 10

Funds collected are properly safeguarded.

- ✓ Protocols for how money is collected/distributed through schools/centers technical programs. (7.10)

Indicator 11

The governing board and the administration exercise control over all financial operations. An appropriate system of checks and balances is in place to ensure integrity in the collection and disbursement of all school/center funds.

- ✓ Protocols for staff/governing board budget process (7.11)
- ✓ Financial reports (7.11)
- ✓ Forms used in school/center accounting system. (7.11)

Indicator 12

Records of all funds collected and disbursed are audited at appropriate intervals in accordance with local and state requirements.

- ✓ Information regarding audit process (7.12)
- ✓ Auditing reports. (7.12)

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 Community Resources for Learning. **Only after these steps have been completed should the Committee begin the process of writing the narrative.** The narrative writing will be entered into the appropriate sections of the school/center's self-study web portal. Supporting documentation can also be linked to the narrative through the portal.

Indicator 1

The community and the district's governing body provide dependable funding for:

- *a wide range of school/center programs and services*

- *sufficient professional and support staff*
- *on-going professional development and curriculum revision*
- *a full range of technology support, including personnel and infrastructure*
- *sufficient equipment for CTE and academic support*
- *sufficient instructional materials and supplies*
- *a learning environment that supports high levels of learning for all.*

Analysis:

- a. Using the examples in Section II and survey results to form your discussion, what does the evidence show about *the adequacy and dependability* of funding from the school/center's governing body to provide a *wide* range of school/center programs and services?

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

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

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

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

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

- d. Using the examples in Section II and survey results to form your discussion, what does the evidence show about *the adequacy and dependability* of funding from the school/center's governing body to provide a *full range* of technology support including personnel and infrastructure?

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

- e. Using the examples in Section II and survey results to form your discussion, what does the evidence show about *the adequacy and dependability* of funding from the school/center's governing body to provide *sufficient* equipment for CTE and academic programs?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the adequacy and dependability* of funding from the school/center's governing body to provide *sufficient* equipment for CTE and academic programs.

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

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

- g. Using the examples in Section II and survey results to form your discussion, what does the evidence show about *the adequacy and dependability* of funding from the school/center's governing body to provide for a *sufficient* a learning environment that supports high levels of learning for all?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the adequacy and dependability* of funding from the school/center's governing body to provide for a *sufficient* a learning environment that supports high levels of learning for all.

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree about *the adequacy and dependability* of funding from the school/center's governing body to provide a *wide* range of school/center programs and services, *sufficient* professional and support staff, *ongoing* professional development and curriculum revision, a *full range* of technology support, *sufficient* equipment, *sufficient* instructional materials and supplies, and a learning environment that supports *high levels* of learning for all.

Example:

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

Writing the narrative for the Indicator(s):

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 school/center community develops, plans, and funds programs to ensure:

- the replacement of equipment, the maintenance and repair of facilities and equipment, and thorough and routine cleaning of the facility
- adequate network infrastructure and technological peripherals
- the school/center's plant is effectively and efficiently ventilated, heated and lighted.

Analysis:

- a. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the school/center develops, plans, and funds programs that ensure the replacement of equipment, the maintenance and repair of facilities and equipment, and thorough and routine cleaning of the facility?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center develops, plans, and funds programs that ensure the *replacement of equipment, the maintenance and repair of facilities and equipment, and thorough and routine cleaning of the facility.*

- b. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the school/center develops, plans, and funds programs that ensure adequate network infrastructure and technological peripherals ?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center provides for *adequate network structure.*

- c. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the school/center develops, plans, and funds programs that *the school/center's plant is effectively and efficiently ventilated, heated and lighted.*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *the school/center's plant is effectively and efficiently ventilated, heated and lighted.*

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree about how the school/center develops, plans, and funds *the maintenance and repair of the building and school/center plant, the proper maintenance, cataloguing, and replacement of equipment, and the daily cleaning of the school/center.*

Example:

The school/center develops, plans, and provides funding for programs to ensure maintenance and repair for the majority of the building and school/center plant; sufficiently provides for adequate network infrastructure, and most of the school/center's plant is effectively and efficiently ventilated, heated and lighted.

Writing the narrative for the Indicator(s):

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

Indicator 3

There is sufficient funding to ensure the school/center implements a long-range plan that addresses and supports:

- *programs and services*
- *enrollment changes and staffing needs*
- *capital improvements to protect the financial investment of the site and buildings.*

Analysis:

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

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

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

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

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

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

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree about how the school/center implements a long-range plan that addresses and supports programs and services, enrollment changes and staffing needs, capital improvements to protect the financial investment of the site and buildings.

See examples from Indicator 1 and 2.

Writing the narrative for the Indicator(s):

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

Indicator 4

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

Analysis:

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

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

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree about *the active involvement of the faculty and building administrators in both the development and implementation of the budget.*

See examples from Indicator 1 and 2.

Writing the narrative for the Indicator(s):

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

Indicator 5

The school/center site/facility supports and enhances all aspects of the educational program and is maintained to meet all applicable federal, state, and local laws and are in compliance with local fire, health and safety regulations.

Analysis:

Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the facility supports and enhances all aspects of the educational program and meets all applicable laws and safety regulations.

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the facility supports and enhances all aspects of the educational program and meets all applicable laws and safety regulations.

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree to which the facility supports and enhances all aspects of the educational program and meets all applicable laws and safety regulations.

See examples from Indicator 1 and 2.

Writing the narrative for the Indicator(s):

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

Indicator 6

Appropriate school/center transportation procedures are in place to ensure the safety of the students and are in compliance with all federal, state, and local laws and regulations.

Analysis:

- a. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the school/center transportation procedures ensures the safety of the students and in are compliance with all federal, state and local laws.

Based on the analysis of your information, state the extent or degree (see continuum of terms) to which the school/center procedures ensures the safety of students while being transported.

- b. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the school/center transportation procedures ensures the safety of the students and are in compliance with all federal, state and local laws?

Based on the analysis of your information, state the extent or degree (see continuum of terms) to which the school/center transportation procedures are in compliance with all federal, state and local laws.

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree to which the school/center transportation procedures ensures the safety of the students and are in compliance with all federal, state and local laws.

See examples from Indicator 1 and 2.

Writing the narrative for the Indicator(s):

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

Indicator 7

The professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school/center.

Analysis:

Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school/center.

Based on the analysis of your information, state the extent or degree (see continuum of terms) to which the professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school/center.

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree to which the professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school/center.

See examples from Indicator 1 and 2.

Writing the narrative for the Indicator(s):

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

Indicator 8

The school/center develops productive career and technical advisory, community, business, and higher education partnerships to support student learning.

Analysis:

Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the school/center develops productive career and technical advisory, community, business, and higher education partnerships to support student learning.

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

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the extent or degree to which the school/center develops productive career and technical advisory, community, business, and higher education partnerships to support student learning

See examples from Indicator 1 and 2.

Writing the narrative for the Indicator(s):

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

Indicator 9

Records of all funds collected and disbursed in connection with any part of the school/center's program are kept in an accurate and systemic form.

Analysis:

Using the examples in Section II and survey results to form your discussion, what does the evidence show about records of all funds collected and disbursed in connection with any part of the school/center's program being kept in an accurate and systemic form?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center's records of all funds collected and disbursed in connection with any part of the school/center's program are being kept in an accurate and systemic form.

Writing a Conclusion Sentence(s):

Write one or two sentences which identifies the extent or degree to which the school/center maintains records of all funds collected and disbursed in connection with any part of the school/center's program, and that all funds collected and disbursed are kept in an accurate and systemic form.

See examples from Indicator 1 and 2.

Writing the narrative for the Indicator(s):

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

Indicator 10

Funds collected are properly safeguarded.

Analysis:

Using the examples in Section II and survey results to form your discussion, what does the evidence show about the school/center ability to properly safeguard collected funds?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center properly safeguards collected funds.

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree to which the school/center properly safeguards collected funds.

See examples from Indicator 1 and 2.

Writing the narrative for the Indicator(s):

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

Indicator 11

The governing board and the administration exercise control over all financial operations. An appropriate system of checks and balances is in place to ensure integrity in the collection and disbursement of all school/center funds.

Analysis:

- a. Using the examples in Section II and survey results to form your discussion, what does the evidence show about the system of checks and balances that is in place to ensure integrity in the collection and disbursement of all school/center funds?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the governing board and the administration exercise control over all financial operations.

- b. Using the examples in Section II and survey results to form your discussion, what does the evidence show about the system of checks and balances that is in place to ensure integrity in the collection and disbursement of all school/center funds?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which an appropriate system of checks and balances is in place to ensure integrity in the collection and disbursement of all school/center funds.

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree to which the governing board and the administration exercise control over all financial operations.

Write one or two sentences which identify the extent or degree to which an appropriate system of checks and balances is in place to ensure integrity in the collection and disbursement of all school/center funds.

See examples from Indicator 1 and 2.

Writing the narrative for the Indicator(s):

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

Indicator 12

Records of all funds collected and disbursed are audited at appropriate intervals in accordance with local and state requirements.

Analysis:

Using the examples in Section II and survey results to form your discussion, what does the evidence show about the auditing procedures of all funds collected and disbursed at the school/center?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the school/center follows auditing procedures of all funds collected and disbursed at the school/center.

Writing a Conclusion Sentence(s):

Write one or two sentences which identify the extent or degree to which the school/center follows auditing procedures of all funds collected and disbursed at the school/center.

See examples from Indicator 1 and 2.

Writing the narrative for the Indicator(s):

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

IV. Writing the Standard Narrative

When you have finished the writing for all of your individual indicators in a Standard they should be combined into one longer narrative for the entire Standard. This process will occur through the portal when the school/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 School Finance and Community Relations. 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 School Finance and Community Relations, 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 School Finance and Community Relations, Sample High School 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 School Finance and Community Relations.

- d. Identify and list the school/center's needs in adhering to the specific indicators in the Standard on School Finance and Community Relations.
- 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/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

School Finance and Community Relations

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

- The physical plant and facilities do not meet all applicable federal and state laws
- The physical plant is not in compliance with local fire, health, and safety regulations
- The school/center site and plant do not minimally support the delivery of high quality school/center programs and services or the school/center's level of adherence to the Instruction Standard/Indicator 2 and Curriculum Standard/Indicator 6 is significantly compromised by site and plant shortcomings
- The community and the district's governing body do not provide dependable funding for:
 - a wide range of school/center programs and services
 - sufficient professional and support staff to meet the learning needs of individual students
 - on-going professional development and curriculum revision
 - sufficient technology support
 - sufficient equipment for CTE and academic programs
 - sufficient instructional materials and supplies
 - a learning environment that supports high levels of learning for all.

A rating of **LIMITED** is appropriate if the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety inspections but only minimally supports the delivery of high quality school/center programs and services, or the community and the district's governing body provides minimally adequate revenue, but:

- Professional staff do not minimally engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school/center
- The school/center does not develop productive career and technical advisory, community, business, and higher education partnerships that support student learning
- The school/center does not develop, plan, and fund programs:
 - to ensure the maintenance and repair of the building and school/center plant
 - to properly maintain, catalogue, and replace equipment
 - to ensure adequate network infrastructure and technological peripherals
 - to keep the school/center clean, ventilated, lighted, and heated on a daily basis
- The community does not fund and the school/center has not implemented a long-range plan that addresses:
 - programs and services
 - enrollment changes and staffing needs
 - capital improvements to protect the financial investment of the site and buildings.

A rating of **ACCEPTABLE** is appropriate if all the descriptors in the **LIMITED** rating are met and:

- The community and the district's governing body provide dependable funding for a wide range of school/center programs and services, sufficient professional and support staff, on-going professional development and curriculum revision, a full range of technology support, sufficient equipment for CTE and academic programs, sufficient instructional materials and supplies, and a learning environment that supports high levels of learning for all.
- The school/center develops, plans, and funds programs to ensure the maintenance and repair of the building and school/center plant; to properly maintain, catalogue, and replace equipment; and to keep the school/center clean, ventilated, heated, and lighted on a daily basis
- The community funds and the school/center implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, and capital improvements to protect the financial investment of the site and buildings
- Faculty and building administrators are actively involved in the development and implementation of the budget
- The school/center site and facility supports and enhances all aspects of the educational program and is maintained to meet all applicable federal, state, and local laws and are in compliance with local fire, health, and safety regulations.
- All professional staff engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school/center

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

- All professional staff actively engage parents, guardians, and families as partners in each student's education and reach out specifically to those families who have been less connected with the school/center
- The school/center actively develops productive career and technical advisory, community, business, and higher education partnerships that support student learning