

Standard 4

Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

INDICATOR 4.1

The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.

Level 4 Clearly defined policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional and support staff. System and school leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the system, individual schools, and educational programs.

Level 3 Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional and support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.

Level 2 Policies, processes, and procedures describe how system and school leaders are to access, hire, place, and retain qualified professional and support staff. System and school leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement in the district. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school system, individual schools, and educational programs.

Level 1 Policies, processes, and procedures are often but not always followed by system and school leaders to access, hire, place, and retain qualified professional and support staff. System and school leaders attempt to fill the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement in the district. Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school system, individual schools, and educational programs.

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INDICATOR 4.2

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.

- Level 4** Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is fiercely protected in policy and practice in all schools. System and school leaders exhaust every option to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the purpose and direction of the system and its schools.
- Level 3** Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.
- Level 2** Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is usually protected. System and school leaders attempt to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the purpose and direction of the system and its schools.
- Level 1** Little or no link exists between the purpose of the system and instructional time, material resources, and fiscal resources. Protection of instructional time is not a priority. System and school leaders use available material and fiscal resources to meet the needs of students. System and school leaders spend little or no effort allocating instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the system's purpose and direction.

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INDICATOR 4.3

The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

- Level 4** System and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with all stakeholders. All system and school personnel as well as students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.
- Level 3** System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.
- Level 2** System and school leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected system and school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.
- Level 1** System and school leaders have few or no expectations for maintaining safety, cleanliness, and a healthy environment. Stakeholders are generally unaware of any existing definitions and expectations. Little or no accountability exists for maintaining these expectations. Few or no measures that assess these conditions are in place. Few or no personnel work to improve these conditions.

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INDICATOR 4.4

The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

- Level 4** The system has clearly defined policies and procedures for strategic resource management. The system employs a systematic, long-range, strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is regularly evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. All strategic plans are implemented with fidelity by the governing body and system leaders and have built-in measures used to monitor and ensure successful implementation and completion.
- Level 3** The system has policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body and system leaders and have built-in measures used to monitor implementation and completion.
- Level 2** The system has some policies related to strategic resource management. The system has a long-range strategic planning process. The strategic planning process is reviewed for effectiveness when necessary. Strategic plans are implemented effectively by the governing body and system leaders.
- Level 1** The system may or may not have policies related to strategic resource management. The system may or may not have a long-range strategic planning process. Strategic plans, if they exist, may or may not be implemented by the governing body and system leaders.

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INDICATOR 4.5

The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.

- Level 4** The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students and school and system personnel have access to an exceptional collection of media and information resources to achieve the educational programs of the system and its schools. The system designs, implements, and evaluates processes to ensure highly qualified personnel are recruited, hired, and retained in sufficient numbers to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.
- Level 3** The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students and school and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.
- Level 2** The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to provide students and school and system personnel access to media and information resources. The system attempts to hire qualified personnel to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.
- Level 1** The system provides little or no coordination of information resources and related personnel necessary to provide students and school and system personnel access to media and information resources. The system may or may not attempt to hire personnel to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.

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INDICATOR 4.6

The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.

- Level 4** The system provides a modern, fully functional technology infrastructure; state-of-the-art equipment; and a highly qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.
- Level 3** The system provides a modern, fully functional technology infrastructure; modern, updated equipment; and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.
- Level 2** The system provides a fully functional technology infrastructure, working equipment, and a technical support staff to meet the teaching, learning, and operational needs of stakeholders. System and school personnel develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.
- Level 1** The system provides some degree of technology infrastructure, equipment, and limited technical support staff to meet the teaching, learning, and operational needs of stakeholders. The system may or may not have a technology plan related to improvement of technology services, infrastructure, and equipment.

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INDICATOR 4.7

The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.

- Level 4** The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.
- Level 3** The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.
- Level 2** The system has a process to determine the physical, social, and emotional needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.
- Level 1** The system attempts to determine the physical, social, and emotional needs of students and then selects and implements programs if possible. System and school personnel may or may not evaluate programs. Improvement plans to more effectively meet the needs of all students may or may not exist.

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INDICATOR 4.8

The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.

- Level 4** The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.
- Level 3** The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.
- Level 2** The system has a process to determine the counseling, assessment, referral, educational, and career planning needs of students and then selects or designs and implements programs to meet the needs of as many students as possible. System and school personnel regularly evaluate programs. Improvement plans related to these programs are sometimes designed and implemented to more effectively meet the needs of all students.
- Level 1** The system attempts to determine the counseling, assessment, referral, educational, and career planning needs of students and then selects and implements programs if possible. System and school personnel may or may not evaluate programs. Improvement plans to more effectively meet the needs of all students may or may not exist.