

***The Kentucky
Non-Public Schools Commission, Inc.***

**Certification Process
Site Visitation Handbook**

Catholic Schools Edition



***The KyNPSC, Inc.
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**The Kentucky Non-Public Schools Commission, Inc.
2013**

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Kentucky Non-Public Schools Commission, Inc.

Dear Site Visitor,

Thank you for agreeing to be a member of a Site Visitation Team. I am sure that you will find the experience very valuable, as well as enjoyable! The greatest benefits seem to be the collegiality among educators, support in common educational endeavors, and the many ideas and programs visitors take back to their home schools.

Please remember that your primary responsibilities are **to verify the contents of the school's self-study**, the appropriateness of the School Improvement Plan, and to insure the school's compliance with identified standards.

Thank you again for your willingness to participate in this process. As always, if you have any questions – call 859-392-1534 or call the school to be visited.

Sincerely,

The Kentucky Non-Public Schools Commission, Inc.

The Site Visit

The purpose of the site visit is to verify the Certification Document.

It is the responsibility of the Verification Team to:

1. be familiar with Certification materials provided by the school
2. determine the appropriateness of the School Improvement Plan
3. verify Demonstrators that were included in the document
4. question Demonstrators that were not included in the document
5. write a narrative report of findings based on the Certification Document.

The site visit offers an extensive opportunity for outside observers to examine, verify, and challenge the findings of the local school community as reported in the Certification Document.

Visitation Procedures

I Organization and Procedures

- A. It is sometimes helpful for the team to have an organizational meeting the evening before the evaluation of the school begins. At that time team members are assigned responsibility for specific sections/component areas of the report.
- B. The Chairperson of the Site Team should make sure that other team members understand what is expected and have the finalized schedule for the visit. The Chair should assign responsibility for the different components to team members. The Chairperson should be encouraging to inexperienced members of the team.
- C. It is important that Site Teams do not act as School Supervisors. Team members should get as much information as possible but should refrain from asking leading questions that might indicate disapproval to faculty and students. All findings and conclusions should be kept confidential both during and after the site visit.
- D. For one-day visits it may be helpful for the team to meet with the school governing/consultative body, the members of the long-range planning committee/school improvement team, or a representative group of parents on that evening. It would be appropriate at each meeting for an overview of the process to be given. Parents, governing/consultative body members, etc. are interested about the path that the accreditation visit will take and what they can expect.
- E. The School Administrator will make arrangements for the following events during the visit:
 - a conference with the administrator and assistant (if there is an assistant)
 - a guided tour of the building
 - a meeting with a representative group of students.
 - classroom observation schedule*
 - a meeting with all or a representative group of teachers.
 - a meeting with support personnel, i.e., reading specialist, resource teachers, Title I instructors, school counselor, school psychologist
 - a meeting with the governing/consultative body or representative group of governing/consultative body members
 - a meeting with the long-range planning committee for the school
 - a meeting with the Improvement Team and/or their representatives
 - a meeting with a representative group of parents
 - a meeting with the leader of the religious group with which the school is affiliated

**Part of the visitor's time will be spent in classroom observations. If not included in the Certification Document, administrator should provide a master schedule listing grades, class periods, locations, and teachers.*

II The Report

The report should include the following components:

- A. A general introduction indicating the way in which the visit was conducted, groups with whom you met, classrooms visited, etc.
- B. A general summary of each of the 13 sections should be included in the report.
- C. Commendations that attest to the strengths of the school.
- D. Recommendations for improvement that would help to strengthen the school's programs.
- E. Some issues might need attention but are not considered a "deficiency". Keep in mind that the report is meant to improve the educational program of the school and to assess the school's progress toward its goals. Recommendations should be confined to the verification of items contained in the certification document. An example of a recommendation: *"Although the school has an exceptional Mission Statement, more emphasis could be given to communicating the mission to the parent community."*
- F. A concluding statement recommending certification status should be included.
 - Full Certification
 - 1-Year Provisional
 - Certification Denied
- G. When making recommendations or citing deficiencies, do not mention any names or individual members of the school staff, either directly or by position.
- H. Keep copies of the grid/worksheets from individual team members. This will help tremendously in writing the report.
- I. A sample report is included only for style, not content.
- J. Be sure that the writing is grammatically correct, succinct, clear, and to the point.
- K. Include an expression of thanks for hospitality.
- L. Use team member's worksheets as you write the report, but edit as you see fit. Strive for balance between sections.
- M. Try to write a descriptive page(s) about the school early in your visit.

III Procedures for Paying Expenses

- A. Since the 1999-2000 school year, schools have been responsible for all expenses incurred by the site team.
- B. Before the team departs, secure from each member of the team a voucher listing the transportation or other unpaid expenses. (See expense voucher.)

IV Materials

- A. Be certain that all confidential school material is returned to the administrator prior to leaving the campus.
- B. Be sure that you have all the materials necessary to write the report.

- C. Committee members are to return to the school their copies of the self-study (binder). One copy should be given to the KyNPSC with the final report.

V Oral Report

- A. It is appropriate for the team to meet with the Administrator and/or members of the long-range planning committee/school improvement team at the conclusion of the visit. The decision for this oral report is up to the administrator.
- B. The oral report should be brief – no longer than 45 minutes -- and should be done by the Team Chairperson.
- C. Review what the committee has done.
- D. Make some general observations about the school's strengths and areas of concern, giving recommendations, and making commendations where appropriate. Address major issues only.
- E. Be careful not to make any reference or prediction regarding the school's accreditation status.

VI Timing

- A. The final report is to be submitted to the KyNPSC within two weeks following the Site Visit.
- B. The KyNPSC will provide copies for the Review Committee and notify the school once the Review Committee has met.

SITE VISITOR CHECKLIST

I Orient Yourself to the Certification Process

- A. Review the Standards, Indicators, Demonstrators.
- B. Review the Sections above regarding writing the Final Report.
- C. Review the Self-Study Materials (binder) and make initial notes on the worksheets provided.

II The Visit

- A. Make sure arrangements have been made by the administrator - including:
 - 1. computer, if necessary
 - 2. school conference room for privacy of the team meetings
 - 3. lodging
 - 4. meeting times with the various groups
 - 5. travel arrangements
 - 6. materials to be seen on site
 - 7. sending site binders to team at least three weeks prior to visit

III Accommodations

- A. The hotel/motel accommodations need not be expensive but should be a place that you would be pleased to put a guest. It is suggested that all team members be given single rooms. Should this be a hardship for a school, the chairperson may grant an exception.
- B. Team members should not be reimbursed for a substitute. Sending team members is seen as a professional courtesy and a valuable growth experience for the team members as well as the school.
- C. It is helpful if the hotel/motel has a restaurant so meals may be charged to the room. Otherwise a site should be chosen with a restaurant within walking distance.
- D. All meals and refreshments should be pre-planned.
 - Financial arrangements should be discussed. Schools are responsible for all charges incurred by the site team.
 - Lunch should be at the school, probably in the conference room.
 - Coffee, hot and cold tea, soft drinks, and small snacks should be provided in the conference room.
- E. The above arrangements should be placed in writing by the host school and mailed to the chairperson.

TWO-DAY SAMPLE SCHEDULE FOR SITE VISIT

Evening:

Site teams may choose to schedule their visits to begin on Sunday evening. This enables the team to travel at their leisure and have the necessary time to take part in an organizational meeting prior to their school visit. A parent or governing/consultative body meeting may be scheduled on Sunday evening, especially for schools receiving a one-day visit. Teams should expect to schedule team meetings throughout the visit.

DAY 1

Morning:

8:00 a.m.	Meeting with administrator
9:00 a.m.	Tour of the building
9:30 a.m.	Classroom observations/Team Meeting

Afternoon:

12:00 noon	Lunch as a team or with faculty members
12:45 p.m.	Meeting with teachers or department chairperson(s)
1:30 p.m.	Classroom observations
2:30 p.m.	Meeting with parents or governing/consultative body

DAY 2

Morning:

8:00 a.m.	Meeting with administrator
8:45 a.m.	Meeting with student representatives
10:00 a.m.	Team meeting
11:00 a.m.	Meet with support services faculty members
	Meet with school's pastor
11:45 a.m.	Lunch

Afternoon:

12:30 p.m.	Meet with additional student representatives and faculty, if necessary
1:15 p.m.	Team Meeting
2:00 p.m.	Exit meeting with administrator

ONE-DAY SAMPLE SCHEDULE FOR SITE VISIT

Evening:

Site teams visiting for one day should schedule their visits to begin on Sunday evening. This enables the team to travel at their leisure and have the necessary time to take part in an organizational meeting prior to their school visit. A parent or governing/consultative body meeting may need to be scheduled on Sunday evening, since the next day will be filled with classroom visits and other meetings. Teams should expect to schedule team meetings throughout the visit.

DAY 1

Morning:

8:00 a.m.	Meeting with administrator
8:30 a.m.	Tour of the building
9:00 a.m.	Classroom observations/team meeting
11:30 a.m.	Meeting with parents or governing/consultative body (if not scheduled Sunday)
	Meet with school's pastor

Afternoon:

12:00 noon	Lunch as a team or with faculty members
12:45 p.m.	Meeting with teachers or department chairpersons
1:30 p.m.	Meeting with students
2:00 p.m.	Team meeting
2:30 p.m.	Exit meeting with administrator

WORKSHEETS FOR ORGANIZING AND COLLECTING DATA

Each Site Visitor should complete the worksheets:

1. check if the Indicator was documented or observed
 2. check if Demonstrator was complete or not available
 3. write any comments pertaining to the Demonstrator
 4. list any Commendations or Recommendations.
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Using the Worksheets for Organizing and Collecting Data

The Worksheets for organizing and collecting data should be used by each team member to keep information received on the visit organized and consistent. When you receive the school's self-study (binder), use these worksheets to check off the information as provided or not provided. Make appropriate notes, questions and reminders to be used when you visit the school. Think of commendations and recommendations for each area as you read the material provided.

If necessary, deficiencies should be enumerated. A deficiency is any Demonstrator which has not been provided or which is found to be over-represented. If insufficient preparation was taken in completing a particular document, this could also be considered a deficiency.

Commendations and recommendations should be noted where appropriate. You will not be responsible for all commendations and recommendations but you should begin thinking about these as you read over the materials and enter into the visit.

Some issues might need attention but are not considered a "deficiency". Keep in mind that the report is meant to improve the educational program of the school and to assess the school's progress toward its goals.

Standard I: CATHOLIC IDENTITY

Members of the Catholic School community strive for growth in their relationship with Jesus Christ evidenced in their relationships with one another, prayer experiences, well-planned religious instruction, incorporation of Catholic Christian values into all curricular areas and social justice-oriented Catholic Christian living.

Catholic schools seek to form disciples of Jesus Christ through the incorporation of the tasks of Catechesis: promoting knowledge of the faith and the meaning of the Liturgy and the sacraments, promoting moral formation in Jesus Christ, teaching students how to pray with Christ, preparing students how to live in community and to participate actively in the life and mission of the Church and promoting a missionary spirit that prepares students to be present as Christians in society



Strong Catholic Identity is essential for the success of Catholic schools. The school administration and governing/consultative body must ensure that ALL facets of school operation are directed toward establishing and maintaining a singular focus on Gospel values as taught by the Greatest Teacher.

“Catholic school graduates make good citizens, deeply committed to social justice, the care of the poor and the planet, proud volunteers in the church and in the community. The widespread institution of service program requirements in Catholic schools over the last two decades has helped to create an entire generation of generous, socially minded alumni ready to help, no matter the need.” –Timothy Cardinal Dolan

“Be it known to all who enter here that CHRIST is the reason for this school. He is the unseen but ever present teacher in its classes. He is the model of its faculty and the inspiration of its students.” –Anonymous

Indicators:

D=Documented

O=Observed

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1. The mission of the school reflects the six tasks of catechesis: knowledge of the faith and the meaning of the Liturgy and the sacraments, moral formation in Jesus Christ, prayer with Christ, active participation in the life and mission of the Church, and adoption of a missionary spirit that is manifested by students through Christian living in society.

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| <input type="checkbox"/> | <input type="checkbox"/> | 2. The mission of the school reflects a strong focus on the Catholic Faith, which serves as the foundation for all teaching and learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The mission of the school is a clear statement of appropriate beliefs for a Catholic school. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The Catholic identity of the school is evident in its school culture and environment. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. There is a church, chapel or other area for prayer available. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Faculty and staff demonstrate their call to develop as a faith community. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Faculty and staff incorporate in their teaching the Statewide Religious Education Guidelines promulgated by the Catholic Conference of Kentucky (CCK) and <i>The Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age</i> from the United States Catholic Conference of Bishops (USCCB). |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Faculty and staff model their faith and works of social justice to students. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Faculty members, in their interaction with students, show an awareness and an attitude of concern for the religious formation of the students. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Faculty members, students, and parents come together in prayer and work to obtain social justice. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Faculty, staff, students, parents and other members of the school community have opportunities for public group experiences stressing participation in liturgy, sacraments, and para-liturgical events. |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Faculty, staff, students, parents and other members of the school community have opportunities for apostolic activities within the classroom, family, school, local parish(es), (arch)diocese, civic community – i.e., provide opportunities for Christian living, working for peace and social justice, and Christian service. |

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| <input type="checkbox"/> | <input type="checkbox"/> | 13. Faculty and students give witness to social justice, mercy, peace, and respect for life in their everyday actions. |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. Faculty, staff, students, and parents understand the relationship of the school to parish(es), and are active in parish ministry roles. |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. The school encourages the support of the clergy in the parish(es). |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. The local Catholic clergy and parish(es) are made aware of the school's activities and programs. |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. The Administrator, Director of Religious Education, and Pastor actively cooperate in planning and implementing religious education programs in the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | 18. The Catholic school cooperates with applicable (arch)diocesan education plans, policies, and procedures. |
| <input type="checkbox"/> | <input type="checkbox"/> | 19. Teachers of religion are practicing Catholics. |
| <input type="checkbox"/> | <input type="checkbox"/> | 20. The religion curriculum adheres to Catholic Christian tradition and current Church teaching. |
| <input type="checkbox"/> | <input type="checkbox"/> | 21. The religion curriculum includes Scripture, doctrine, morality, sacraments, prayer, liturgy, and social justice teaching. |
| <input type="checkbox"/> | <input type="checkbox"/> | 22. The religion curriculum teaches personal prayer and offers formation opportunities suited to the development of the students. |
| <input type="checkbox"/> | <input type="checkbox"/> | 23. The faculty utilizes the results of the religion assessments/inventories to identify strengths and build on areas of concern. |
| <input type="checkbox"/> | <input type="checkbox"/> | 24. The religion curriculum/spiritual formation of the student includes parental involvement reflecting the Church's teaching that parents are the primary educators. |
| <input type="checkbox"/> | <input type="checkbox"/> | 25. Faculty and staff involved in religious education curriculum show sensitivity for Catholics and those of other faiths. |
| <input type="checkbox"/> | <input type="checkbox"/> | 26. Non-Catholic students attending the school participate in religion classes, liturgies, para-liturgies, prayer services, and retreats. |

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- 27. Classroom textbooks and materials support Gospel values and are supplemented as needed with materials that are aligned with Church teaching.
- 28. Social justice concerns are integrated into all areas of the curriculum.
- 29. (Arch)diocesan and diocesan education services are utilized.
- 30. The school's student discipline is based on Catholic Christian values.
- 31. The school keeps the parents and parishioners informed of public policies affecting Catholic education and their children.
- 32. The school is in compliance with the (arch)diocesan implementation plan for the Charter for the Protection of Children and Young People (sexual abuse policies, safe environment training, resources for parents, screening/background checks, personal safety education for children, etc.)
- 33. Faculty and staff are in compliance with (arch)diocesan requirements for religious certification.

Demonstrators:

		Not Complete	Available	Comments
1.	Provide evidence of how the CCK and/or USCCB Religious Education Curriculum Guidelines are implemented in the Religion curriculum (i.e., curriculum maps, syllabi, lesson plans.).			
2.	Substantiate the incorporation of CCK and/or USCCB Religious Education Guidelines within religion texts used.			

		Not Complete	Available	Comments
3.	Describe how Catholic Christian values are integrated into all subject areas.			
4.	List annual sacramental experiences offered to the students, faculty and staff.			
5.	Provide dates and themes of present year faculty Spiritual days, and retreats.			
6.	Provide schedule of present year liturgies, para-liturgies, prayer services, and retreats.			
7.	Provide list of service programs performed by the students, faculty, staff and parents.			
8.	Provide the Diocesan Policy for Religious Education Certification.			
9.	Provide list of all faculty/staff responsible for obtaining religious certification and their certification status.			
10.	Provide dates of present year parent meetings/professional development relating to spiritual formation that assist parents, the primary educators of faith of their children, in faith formation.			
11.	Provide evidence of sexual abuse policies, safe environment training, resources for parents, screening/background checks, and personal safety education for children as called for in the Charter for the Protection of Children and Young People.			
12.	Provide NCEA IFG: ACRE Edition scores for those grades tested for the past 5 years.			

		Not Complete	Available	Comments
13.	List evidence of Catholic Identity displayed and/or performed in the school community, i.e. student projects, art, plays, music, symbols.			

NOTE: **CCK** – Catholic Conference of Kentucky
USCCB – United States Conference of Catholic Bishops who published *The Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age*.

CATHOLIC IDENTITY

Commendations:

Recommendations:

Other Comments:

Standard II: MISSION

The values and principles intrinsic to the educational program are consistent with the mission of the school.



The mission is an expression of the school's nature and purpose and gives direction to its entire educational vision. It reflects the needs, values, and purposes of the specific community that the school serves.

Indicators:

D=Documented

O=Observed

D	O
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| <input type="checkbox"/> | <input type="checkbox"/> | 1. The mission is consistent with the values of the church, institution, or governing/consultative body with which the school is affiliated. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The school has a visible written mission statement that is published in the school's handbook(s), other school documents, posted on the school website, and in the classrooms and offices in the school building. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The mission statement is a reflection of the school's commitment to student learning. It is expressed in the specific goals and objectives in the long range plans, as well as activities of the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The mission statement is reviewed annually as a cooperative effort involving faculty, students, administration, parents, members of the governing/consultative body, and other relevant stakeholders. |

Demonstrators:

		Not Complete	Available	Comments
1.	Provide a copy of the school mission statement.			

		Not Complete	Available	Comments
2.	Provide dates and revisions of the mission statement of the school.			
3.	List the persons or groups who participated in the forming of the mission statement.			
4.	Provide dates and copies of the articles, programs, agendas, website postings, etc. published to communicate the school's mission statement to stakeholders.			

MISSION

Commendations:

Recommendations:

Other Comments:

Standard III: GOVERNANCE

The governing/consultative body collaborates with the leadership team to carry out the mission of the school. The governing/consultative body and the leadership team abide by the institutional policies.



Effective governance depends upon the ability of people to work together to achieve the stated goals and objectives of the school. The legal authority or governing/consultative body establishes the overall purpose and direction of the school. The school administrator is the educational leader and is given sufficient autonomy, authority, and responsibility to assure the successful functioning of the educational program.

Indicators:

D=Documented

O=Observed

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|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The school has a legal authority or governing/consultative body that maintains a strong positive relationship with the school office and develops policies for a school or system of schools. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The legal authority or governing/consultative body has approved a written job description for the administrator. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The legal authority or governing/consultative body delegates administrative authority for the operation of the school to the administrator. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The legal authority or governing/consultative body provides for the on-going evaluation/assessment of the administrator. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. The legal authority or governing/consultative body gives direction for achieving the mission of the school through clear, concise policy statements. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. The legal authority or government/consultative body has a process for the storage and disposition of student records and transcripts. |

Demonstrators:

		Not Complete	Available	Comments
1.	Provide Articles of Incorporation, Charter, and/or Statement of Affiliation. (letter from governing/consultative body, pastor, etc., stating who has the legal responsibility for the school).			
2.	Provide evidence that the governance structure is communicated to all involved within the school (handbook, newsletter, bulletins, websites, etc.)			
3.	Provide the following re: the governing/consultative body <ol style="list-style-type: none"> a. Mission Statement of the governing/consultative body b. by-laws of the governing/consultative body c. policy manual or handbook of the governing/consultative body d. composition of the governing/consultative body e. date(s) of meeting(s): regularly scheduled meetings as well as orientation of new members f. process for developing policies g. 2 or 3 significant decisions/recommendations made by the governing/consultative body in the past 3 – 5 years 			
4.	Provide the following re: school <ol style="list-style-type: none"> a. school policies b. school meeting schedule c. school committees d. school professional development schedule 			

5.	Provide the following re: the administrator <ul style="list-style-type: none"> a. process for selection b. job description c. documentation of process for regular assessment/evaluation 			
6.	Provide statement describing the school improvement planning process. (see <i>School Improvement Process</i>)			
7.	Provide process statement on the storage and disposition of student records and transcripts.			

GOVERNANCE

Commendations:

Recommendations:

Other Comments:

Standard IV: FINANCE

The school annually establishes and maintains a budget and develops short- and long-range plans for a fiscally viable future.



The school leadership and the governing/consultative body should recognize the critical importance of effective collaboration in financial matters in order to ensure that the school stays on firm footing financially.

Indicators:

D=Documented

O=Observed

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|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The school administrator and the governing/consultative body are responsible for assuring adequate financial resources and sound financial practices which support the mission of the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The school administrator and the governing/consultative body collaborate with community stakeholders to develop financial plans that incorporate diverse sources of income. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The school administrator and the governing/consultative body are responsible for assuring adequate short- and long-range financial planning for the school to carry out its mission. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The school administrator and the governing/consultative body are responsible for providing information about tuition, tuition assistance, and the budgeted educational cost per child. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. The school administrator and the governing/consultative body work with the school administration to ensure that tuition increases are commensurate with increased costs in the general economy, in comparison to COLA (Cost of Living Adjustment), and/or CPI (Consumer Price Index). |

Demonstrators:

		Not Complete	Available	Comments
1.	Provide the following re: school budget <ol style="list-style-type: none"> a. copy of the present year's school budget b. description of how the budget is developed c. principal's role in budget process d. finance committee meeting agendas and minutes e. other source(s) of income and the needs they fulfill f. description of how budget is monitored during the year g. copy of school's plan to limit annual tuition increases to a rate commensurate with increases in COLA and/or CPI 			
2.	Provide samples of communication (brochures, parent newsletters, website, bulletins, etc.) to parents and/or guardians with regards to tuition, tuition assistance, and cost of education per child.			

FINANCE

Commendations:

Recommendations:

Other Comments:

Standard V: PLANT AND FACILITIES

The school plant, equipment, technology, and supplies support the learning standards of the educational program.



School plants and facilities exist to furnish a safe, attractive, and functional physical environment in which education can progress at the most advantageous rate for each student.

Indicators:

D=Documented

O=Observed

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| <input type="checkbox"/> | <input type="checkbox"/> | 1. Sanitation, lighting, heating, ventilation, acoustics, and maintenance of buildings insure the physical well-being of the occupants. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The site and building conditions ensure that the health and safety of those served are properly safeguarded. Inspection of the physical plant and grounds to identify safety hazards is made periodically and steps are taken to remedy identified deficiencies. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. There is evidence of effective maintenance and housekeeping designed to protect the investment in the physical plant and to provide a safe, sanitary environment for learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The school has a long-term (3-5 year) plan for effective building maintenance and use of facilities, assessment of future needs, and technology improvements. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. All legal requirements for health, safety, and sanitation are met. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Adequate and appropriate spaces are provided to support the learning standards. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Adequate equipment (fixed or movable) and technology is available to support the learning environment. |

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8. A library/media center is provided for the students and should include various materials that support the instructional program of the school.
9. A review of the school's facilities should include a review of transportation practices. Compliance with public safety requirements and regular maintenance schedules should be evident.
10. As recommended by Kentucky School Boards Association, schools should have an energy audit every 3-5 years for both safety and financial reasons.

Demonstrators:

		Not Complete	Available	Comments
1.	Provide evidence of compliance with fire and health codes.			
2.	Provide inspection schedules and evidence of completion.			
3.	Provide evidence of compliance with requirements regarding environmental hazards (i.e., asbestos) and any energy-saving or environmental impact improvements or decisions.			
4.	Provide schedule of major projects/extraordinary maintenance activities for previous year.			
5.	Provide schedule of major projects/extraordinary maintenance activities for present year.			
6.	Provide a schedule of how/when routine maintenance activities are completed.			

		Not Complete	Available	Comments
7.	Provide evidence of evacuation plan posted for students. (May be viewed on site.)			
8.	Provide long-range facilities plan that includes annual updates of progress. Include areas in need of improvement, and plans for renovation and/or expansion of the facilities.			
9.	Provide evidence demonstrating that all students and staff have access to the library/media center and its resources.			
10.	Provide evidence of a systematic program for the replacement of obsolete/inoperative technology, equipment, and furniture.			
11.	Provide a schematic of the school.			
12.	Provide evidence that school-/church-owned buses (and vans that require it) receive a "Safety Inspection" each year as performed by the Kentucky Vehicle Enforcement (sticker displayed in vehicle).			
13.	Provide evidence that school-/church-employed bus drivers possess a valid Commercial Driver's License (CDL). Provide evidence of training for mini-bus drivers if such training is required by the school.			
14.	Provide summary of latest energy audit.			

PLANT AND FACILITIES

Commendations:

Recommendations:

Other Comments:

Standard VI: ADMINISTRATION AND STAFFING

Administration, faculty, and staff members are committed to the school’s mission and recognize their obligation to be professionally prepared and to continue their professional growth.



The administration, faculty, and support staff are of central importance to the fulfillment of the school’s mission. Their expertise enables the school to run smoothly and provides a well-balanced educational program for the students. The coordination and supervision of the instructional program are essential to the overall effectiveness of the school program. Staff members are selected on the basis of established qualifications for the position. Each school conducts an annual assessment of all personnel to ensure their continued effectiveness.

Indicators:

D=Documented

O=Observed

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|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The administration is responsible for the recruitment, orientation, formal evaluation, and supervision of all school personnel. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. All employees and volunteers have written job descriptions. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The school or school system has established and implemented procedures for evaluating all personnel. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The school or school system has developed personnel policies that are issued to all personnel by either hard copy or access to the website. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. All staff and volunteers in the school are accountable to the administration for the performance of assigned duties. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. All professional personnel are qualified for positions and/or assignments. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. To the extent possible, instructional personnel are teaching in their major or minor field or specific area of concentration. |

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- 8. All teachers and administrators participate on a regular basis in appropriate professional development that is aligned with the school's Instructional Improvement Plan and which is designed to improve teaching and learning.
- 9. Applicable local, state, and federal legislation is observed in the hiring and dismissal of personnel.
- 10. Clerical, maintenance, and janitorial services are adequate for the efficient operation of the school.
- 11. All schools with eight (8) or more teachers have the services of an administrator (at least 50% of the time devoted to supervision of instruction).
- 12. The staff is large enough to provide quality instruction for the programs offered and has a satisfactory student/teacher ratio.
- 13. The school keeps a current file on each employee and volunteer as required by law.
- 14. Personnel receive feedback on their professional performance.
- 15. The administrator promotes the use of data and research in making curricular, instructional, and organizational decisions.
- 16. The school's leadership ensures that policies, programs, and relationships are directed toward fulfillment of the school's mission.
- 17. Support is given to beginning teachers.

Demonstrators:

		Not Complete	Available	Comments
1.	Provide job descriptions for all personnel.			

		Not Complete	Available	Comments
2.	Provide description of the school's training and budget for professional development for the present year.			
3.	Provide description of the school's training and budget for professional development for the past year.			
4.	Provide copy of personnel policy handbook/manual. Include: policies for evaluation, evaluation tool, procedures for providing feedback, hiring policies and procedures (demonstrating compliance with all applicable local, state, and federal legislation) and non-discrimination policy.			
5.	Provide a schematic (flow chart) of school organizational structure showing lines of accountability.			
6.	Provide schedule of daily classes showing length of the school day.			
7.	Provide dates of orientation meetings for new staff members and regularly scheduled staff (professional learning community, faculty, administrative staff) meetings.			
8.	Provide schedule of teacher observations by administrator.			
9.	Provide roster and assignments of instructional personnel of the school.			
10.	Provide a description of the formal/informal support given to teachers new to your school and/or new to the profession.			

		Not Complete	Available	Comments
11.	Provide evidence of employee and volunteer files containing the school's policies and appropriate documentation as required by law.			

ADMINISTRATION AND STAFFING

Commendations:

Recommendations:

Other Comments:

Standard VII: CURRICULUM

The educational program has clearly defined and communicated academic expectations aligned with national standards that challenge all students to reach their full potential. Data-driven and research-based educational programs and related student services are consistent with the assessed needs of the students and the school’s mission.



The school aligns curriculum with learning standards and employs a variety of assessments to measure student performance. Each school has a curriculum framework reflecting goals, standards, and assessment strategies for instructional purposes. It is designed to develop the individual student’s abilities, interests and talents in order to enable the students to assume responsibility to self, home, community, and the world. The primary function of the curriculum framework is to provide direction for classroom instruction and assessment.

Indicators:

D=Documented

O=Observed

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|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The school has a long term, comprehensive plan addressing curriculum, instruction, and assessment that is evaluated and updated annually. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The vertically aligned curriculum includes learning standards that, combined with sound instructional and assessment practices, provide an education focused on academic excellence. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Clearly defined learning standards are related to all curriculum areas which include but are not limited to: <ul style="list-style-type: none"> • Arts • World Languages (encouraged in elementary and middle schools) • Health and Safety • Instructional Technology • Language Arts • Mathematics • Physical Education • Science |

D	O
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- Social Studies (Geography, History, Government and Civics)
- Religion

4. Effective instructional, differentiation, and intervention strategies accommodate diverse learning styles and the special needs of all students.

5. A system of instructional decision-making, organization, and delivery provides the student with opportunities for achievement, success, and mastery learning through:

- collaborative teacher planning (Professional Learning Communities)
- media and technology services
- instructional strategies
- interdisciplinary themes
- project based learning
- differentiation for special needs
- 21st century learning skills (critical thinking, creativity, communication, collaboration, problem solving)
- curriculum mapping
- blended learning

6. Assessment: The school has developed and implemented practices for pupil assessment and improvement that use a variety of measurements aligned with learning goals which may include:

- a. Authentic Performance Assessments that include student portfolios and performance tasks.
- b. Teacher Checklists that include rubrics for observed behaviors and skills, student progress reports of learning expectations, collaboration and communication skills scoring guides, project based scoring guides, or research skills scoring guides.
- c. Criterion Reference Testing which includes formative and summative classroom assessments, math and reading inventories, achievement tests, commercial readiness tests, mastery learning pre-tests and post-tests, end of chapter, book and unit tests, and year-end achievement tests.
- d. Standardized Tests or nationally recognized assessments used for comparison with national norms, individual percentiles, local percentiles and cognitive and achievement correlations.

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|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Individual student progress and assessment results are reported to parents or guardians, and other stakeholders receive a summary of group assessment results. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. The curriculum is consistently reviewed by faculty to assure that the educational program reflects the assessed needs of students and is based upon current research and best practices. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. The number of instructional days is appropriate and meets state standards. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. The length of the school day/schedule of daily classes supports the educational program offered by the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Technology is integrated into the curriculum. |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. The principal secures the necessary resources to purchase software and/or assessment instruments (i.e., Measures of Academic Progress, Success Maker, Compass Learning, ACT Aspire) that provide the professional staff with a continuous stream of accurate data that track student achievement levels in reading, language, math, science, and social studies. |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. The principal supports teamwork within the professional staff (i.e., professional learning teams, subject-area teams, grade level teams, departments) in order to facilitate and support more effective instructional planning, monitoring of assessment results, differentiated instruction, and job-imbedded professional development. |

Demonstrators:

		Not Complete	Available	Comments
1.	Provide completed curriculum framework/guidelines. (May be viewed on site.)			

		Not Complete	Available	Comments
2.	Provide copies of “Prevalence of Best Practices” and summary of results of this survey. Results should reflect the following groups: teachers of primary, intermediate, middle, and high school levels.			
3.	Provide the calendar of assessment tools used throughout the grade levels in the school.			
4.	Provide samples of assessments used (including teachers’ assessments), name of any standardized tests used, form(s) for reporting to parents (report cards). Samples should be provided by grade levels. Describe how these tools are used to design and monitor the educational program.			
5.	Provide copy of textbook instructional materials adoption plan.			
6.	Provide a daily schedule of classes and the school calendar.			
7.	Provide a copy of the school’s Technology Plan.			
8.	Provide samples of results from school-wide assessment instruments that describe student achievement levels in reading, language, math, science, and social studies.			
9.	Provide written summaries of team meetings devoted to examining assessment results and planning more effective instruction based on those results.			

CURRICULUM

Commendations:

Recommendations:

Other Comments:

Standard VIII: INSTRUCTIONAL IMPROVEMENT PLAN

The school's instructional improvement plan is reflective of the school's mission, based upon data, reviewed annually, and designed to promote continuous progress for all students.



The school engages in collaborative planning which promotes academic excellence through curriculum review, evaluation of data, and instructional strategies.

Indicators:

D=Documented

O=Observed

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|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. There is an instructional improvement plan for the school that includes goals for the next 3 – 5 years. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. For each goal the following have been articulated: <ul style="list-style-type: none"> a. activities that will ensure each goal is reached b. a timeline for each activity c. the budget for each activity d. the person(s) responsible for fulfilling each activity e. the means/measures to be used to evaluate the success of the goal f. the professional development necessary for implementation of each goal |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The improvement plan indicates the major strengths of the school and the areas that need attention. |

Demonstrator:

		Not Complete	Available	Comments
1.	Provide the school's Instructional Improvement Plan that notes analysis of student assessment results and other applicable data.			

INSTRUCTIONAL IMPROVEMENT PLAN

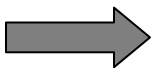
Commendations:

Recommendations:

Other Comments:

Standard IX: SCHOOL CLIMATE

Positive interactions within the school community foster student learning and achievement, as well as the fulfillment of the school’s mission.



A positive and welcoming school climate not only results in a school being a great place for students to learn and adults to work, but also establishes a foundation on which continuous school improvement can flourish.

Indicators:

D=Documented

O=Observed

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|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Students and staff demonstrate a positive attitude that reflects the mission of the institution. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. There is mutual respect observed among administration, faculty, and students and among administration, faculty, and parents. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Professional spirit is observed among teachers and administrators. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Dignity and respect for each person are reflected in the working relationships among faculty, students, parents, and governing/consultative body members. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Visitors to the school experience a warm, friendly, caring, and cheerful atmosphere. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. There is a positive approach in managing conflict and fostering interpersonal relationships among and between students and staff. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Positive communication is encouraged among administration, faculty, students, and parents. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Students are held accountable for their behavior in a fair and just manner. |

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9. The overall climate of the school encourages students to learn decision-making and problem-solving skills, feel positive about their academic competencies, and develop positive relationships.
10. There is a comprehensive plan for school safety and emergency response, annually reviewed and revised as necessary.
11. The school's organizational structure reflects the school's goals and priorities and responds to the individual differences of the students.
12. The leadership style of the administration facilitates the development of a positive school climate.

Demonstrators:

		Not Complete	Available	Comments
1.	Provide narrative and/or statistical analysis of the surveys of the school community that demonstrates the indicators			
2.	Provide examples that the overall climate of the school encourages students to achieve academically and for the staff to work together in fulfillment of the school's mission.			
3.	Provide a copy of the school's Emergency Management Plan that is updated annually.			
4.	Provide admissions and transfer policies of the school.			

		Not Complete	Available	Comments
5.	Provide copies of emergency drills practiced throughout the year.			
6.	Parents and/or guardians desiring to enroll their children in the school are clearly informed regarding special beliefs and mission of the school, criteria upon which admissions decisions are made, the nature and extent of the school's programs and educational offerings, the school's tuition, all fees and financial giving expectations, and the school's expectations for satisfactory performance and graduation.			
7.	The school does not discriminate on the basis of race, nationality, or ethnic origin in the admission of students, and the school does not discriminate on the basis of creed.			

SCHOOL CLIMATE

Commendations:

Recommendations:

Other Comments:

STANDARD X: SCHOOL-COMMUNITY RELATIONSHIPS

School personnel, parents, and the wider community support the mission of the school, and authentic partnerships are forged between the school and parents and between the school and the wider community.



Schools must engage parents and the local community in order to establish and maintain a foundation of positive relationships based on trust and communication. Strong relationships with parents and community are essential to the achievement of the school's mission.

Indicators:

D=Documented

O=Observed

D	O
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|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The school has developed an effective Public Relations Plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The school establishes and maintains authentic partnerships with parents and the community. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Educational resources in the wider community extend learning opportunities for students, faculty, and parents. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Volunteers within the school community and from the wider community are welcomed to participate in various school programs. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Students are encouraged to participate in appropriate service projects in the wider community. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. The school involves the parents in the education of their children. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. The school supports parents in their role as the primary educator(s) of their children. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. The parent organization effectively supports the mission of the school. |

D	O
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9. The school's interaction with and involvement in the community reflect the mission of the school in a positive way.

Demonstrators:

		Not Complete	Available	Comments
1.	Provide samples of school newsletters, electronic social media (i.e., posts on website, tweets, youtube, electronic newsletters), bulletins, handbooks, and brochures.			
2.	Provide descriptions and samples of community and parish/congregation (if applicable) interactions, such as: newspaper clippings, media events, website, tweets.			
3.	Provide an up-to-date Public Relations Plan.			
4.	Provide a list of service projects that students perform in the community.			
5.	Provide a list of activities and programs in which volunteers participate.			
6.	Provide dates of parent meetings, programs, conferences.			
7.	Provide a list of community resources accessed by the school (i.e., free public library, museums, performing arts centers, parish) in order to enhance the education of the students.			

		Not Complete	Available	Comments
8.	Provide a list of any/all business and other community partnerships with the school.			
9.	Provide the following re: school PTA/PTO parent organization: <ul style="list-style-type: none"> a. Copy of by-laws b. Composition of the organization c. Major functions of the organization d. Budget process 			

SCHOOL-COMMUNITY RELATIONSHIPS

Commendations:

Recommendations:

Other Comments:

STANDARD XI: INSTITUTIONAL ADVANCEMENT

The administration and governing/consultative body work as a team to advance the mission of the school through effective communication, marketing, development, and enrollment management.

Institutional advancement must be given high priority by the school leadership. A systemic and intentional approach to advancement addresses two major challenges that typically face non-public schools: enrollment and finances. Any effort less than a systemic and intentional approach can quickly lead to a decrease in viability for the school.



It is critically important for the school leadership to understand and recognize that all facets of school operation and institutional advancement are closely related to student enrollment. Students are the lifeblood of the school, without which the institution cannot exist. The school leadership must emphasize the concept that all aspects of the operation, both internal and external, should encourage enrollment rather than discourage it.

Indicators:

D=Documented

O=Observed

D	O
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|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The school maintains on-going communication with alumni, parents, and the wider community. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The school has an up-to-date alumni data base. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The school's marketing materials reflect accurate information about the school's programs and accomplishments. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The school has an up-to-date and effective Marketing Plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. The school has an up-to-date and effective Development Plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. The school has an up-to-date and effective Enrollment Management Plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. The school conducts an Annual Appeal or similar annual or bi-annual fund-raising project. |

Demonstrators:

		Not Complete	Available	Comments
1.	Provide evidence of on-going communication with alumni, parents, and the wider community (i.e., social media communications, electronic and hard-copy newsletters, alumni letters, press releases, billboard photos).			
2.	Provide evidence of up-to-date alumni data base.			
3.	Provide samples of the school's marketing materials.			
4.	Provide samples of the school's marketing schedule and timelines.			
5.	Provide a description of the school's Development Plan.			
6.	Provide a description of the school's Enrollment Management Plan. <ul style="list-style-type: none"> a. Complete the Enrollment Chart b. Complete the Demographic Chart c. Describe and explain any significant demographic changes in the school community during the past five years. d. Complete the Special Needs Chart 			
7.	Provide evidence of major fundraisers and a 5-year history of funds raised.			

INSTITUTIONAL ADVANCEMENT

Commendations:

Recommendations:

Other Comments:

Standard XII: INDICATORS OF SUCCESS

The school engages in data-based decision making, congruent to its mission.

By using various forms of assessment, an accurate picture of the school community is obtained and decisions are made based on that information.

Standard XII has close ties to Standard VII (Curriculum), Standard VIII (Instructional Improvement Plan), and Standard XI (Institutional Advancement).



- Regarding Standard VII – The more effective the school can be aligning curriculum, instruction, and assessment (the subject matter that is written, taught, and tested), the higher the level of academic excellence.
- Regarding Standard VIII – The Instructional Improvement Plan must be driven by student achievement data. That achievement data must be based on “leading indicators”, which means that an effective school has a plan in place to frequently monitor instructional results.
- Regarding Standard XI – Data that clearly reflect academic excellence is invaluable information to include in marketing materials.

Indicators:

D=Documented

O=Observed

D	O
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|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Assessment data is used to make decisions about programs and students. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Assessment data is communicated to students, parents, parishes, and the community. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The school's program of assessment (including standardized tests, teacher-made tests, and other forms of assessment) supports the school's mission and is used as the basis for the Instructional Improvement Plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The school recognizes and is recognized for its achievements. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. There is a high percentage of student daily attendance. |

Demonstrators:

		Not Complete	Available	Comments
1.	Provide chart with attendance information.			
2.	Provide chart(s) of assessment data for standardized tests. (Examples are provided.)			
3.	Provide a list of outside honors won by students, staff, and/or school in the last 3 – 5 years.			
4.	Provide a list/description of in-house honors awarded by the school and the criteria for each.			
5.	Provide examples of how assessment data is used to make decisions about programs/ students.			

INDICATORS OF SUCCESS

Commendations:

Recommendations:

Other Comments:

Standard XIII: CO-CURRICULAR and SPECIAL PROGRAMS

Sufficient co-curricular programs and activities are offered and open to members of the school community.

Various activities, special programs, and services, consistent with the school mission, are offered by the school community to enrich the experience for all.



Co-curricular and special programs must be carefully planned and designed by the school administration and the governing/consultative body. Many parents and students choose a school based on the school's ability to offer quality programming in these areas.

Indicators:

D=Documented

O=Observed

D	O
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|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. The school provides developmentally appropriate counseling services for its students. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. The school provides for services in the areas of nutrition, personal hygiene, safety and health, career planning, and recreation. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. The school has a co-curricular program that is part of the educational program, meeting the needs and the interests of the students. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. The school has an educational and/or prevention program to address alcohol and drug issues. (N/A for grades K-5) |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. The students are involved in the governance and the leadership of the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Students whose needs cannot be met in school are referred to outside agencies for assistance. |

7. The school employs procedures to ensure that entering students at all grade levels are ready to learn.
8. The school has procedures to determine the individual needs of students and addresses those needs within one grade and when students move from one grade to another.
9. There is a before/after school program. (N/A for middle and high schools)
10. The school's food service program meets all necessary guidelines and regulations.
11. The school has a pre-K program. (N/A for middle and high schools)
12. Students are afforded an opportunity to perform service for others.
13. There is a sports program offered to the students.

Demonstrators:

		Not Complete	Available	Comments
1.	Provide a list of the co-curricular activities offered to the students and the percentage of student participation.			
2.	Provide a list of programs offered in personal hygiene, safety and health, career planning, and nutrition.			
3.	Provide examples of development of student leadership.			
4.	Describe the counseling/guidance program offered to students.			

5.	Describe the drug and alcohol prevention program. (N/A for grades K-5)			
6.	Provide the process for determining special needs of individual students. Cite examples.			
7.	Provide the before/after school program policies, handbook, etc. (N/A for middle and high schools)			
8.	Provide sample menus from the daily food service meals offered to students.			
9.	Provide the pre-K policies, handbook, etc. (N/A for middle and high schools)			
10.	Provide a list of service projects performed by students.			
11.	Provide a list of the sports offered to students at each grade level.			

CO-CURRICULAR AND SPECIAL PROGRAMS

Commendations:

Recommendations:

Other Comments:

SAMPLE QUESTIONS FOR SITE VISIT INTERVIEWS

For Administrator(s), Governing/Consultative Body

Regarding the Governing/Consultative Body:

1. Describe the makeup and selection of your group.
2. Do new members come on periodically and is there a need for an orientation?
3. What do you see as the role of the governing/consultative body?
4. Is there a formal evaluation of the administrator by the governing/consultative body? If not, by whom?
5. Do the staff members or teachers have any link to or connection with governing/consultative body members?
6. Are minutes of governing/consultative body meetings taken and archived?
7. Describe the governing/consultative body's role in the long-range planning process.
8. Are there any changes you would like to see happen regarding the governing/consultative body?

Regarding Finance:

1. How is the annual budget constructed? Who is involved in this process?
2. Does the governing/consultative body have input into the budget process? Is there a reporting procedure to the governing/consultative body?
3. How and by whom is the annual salary schedule determined?
4. How is the tuition cost established?
5. How would you characterize the financial stability of your school? Are monthly budget reports done?
6. What changes would you like to see happen regarding finances?

Regarding the Instructional Program:

1. What has been the biggest curriculum change implemented in the school in the last 5 years?
2. What has been the biggest overall instructional change implemented in the school in the last 5 years?
3. How are changes made to the curriculum?
4. How is data used to inform decisions and promote improvement?
5. Describe your instructional improvement plan for the school.
6. How are textbooks selected?
7. Do students take a nationally-normed standardized test? If so, which test? What is the performance of the students over the last 5 years?
8. How is the standardized test information used by the faculty and staff?
9. Is the middle/junior high school fully departmentalized?
10. Describe any accommodations or special help available to students with learning differences and for students who fall behind.
11. How are students with learning differences diagnosed?
12. What is the biggest need for change in the area of curriculum?
13. How is technology integrated throughout your curriculum and across all grade levels?
14. Describe how planning, instruction, curriculum, and assessment are aligned in your school.

Regarding Professional Development:

1. What is the percentage of non-certified teaching staff?
2. What is the percentage of non-degreed teaching staff?
3. Are there programs, meetings, and/or plans in place to provide non-certified staff with professional development, assistance, ideas, techniques, and/or practice to improve teaching techniques?
4. Is there an assumption that non-certified staff members begin a program of instruction to become certified?
5. Is there an instrument for evaluating and assessing teachers? Does the form discuss professional development?
6. Do you have intern teachers?
7. How are new faculty acclimated to your building and policies/procedures?
8. Is professional development expected for all faculty? Does the school provide those experiences?
9. Is there a budget for professional development?
10. How is professional development tied to your school's instructional improvement plan?

Regarding the Guidance Program:

1. Are there personal counseling services available to all students?
2. What information is kept in the student record folder? Who has access to this information?
3. Is there a program for the prevention of drug and alcohol abuse as well as other negative behaviors?

Regarding Media:

1. Describe student and faculty access to the media center/computer lab/library.
2. Does the media center have a budget? How is it determined?

Regarding the School Emergency Management Plan:

1. Is there a School Emergency Management Plan? Are faculty and staff trained in handling emergencies?
2. Are the faculty and staff trained in CPR, first aid, etc.?
3. Are there policies in place for record keeping (i.e., immunization, physical examinations, medication)?

Regarding Planning:

1. Who is involved in the various areas of planning for Facilities, Curriculum, Institutional Advancement, Technology, Catholic Identity, Professional Development, etc.?
2. Did you find any concerns in the surveys you administered?
3. Was the long range planning committee/ school improvement team representative of all stakeholders? Did concerns have a forum?
4. The public relations plan is included in the materials. Who has the responsibility for making sure this is carried out?

For Students

1. What is it that you like about your school?
2. If you could change anything, what would it be?
3. If you did something wrong in class (raised your voice at another student, for example) what would be the consequences?
4. What is your favorite subject? Why? Describe the teacher.
5. What are you learning in Math, Science, English, Religion?
6. Are there enough co-curricular activities in which students can become involved?
7. Are student leadership and involvement encouraged? How?
8. In general, is there respect shown to students and faculty by each other?
9. Do you use technology in classes other than computers? Describe its use, in general.
10. Do you feel challenged in your classes? (for high school students)
11. Do you feel that this school is adequately preparing you for your future – not just in an academic sense, but in all ways? Describe. (for high school students)

For Teachers and/or Department Chairs

1. What is the greatest academic need of the students?
2. What is the greatest need of the faculty and staff?
3. What have been the greatest challenges and the greatest accomplishments in the last 5 years?
4. Is professional development a requirement? Is it provided on-site? Are there sufficient opportunities available? How do teachers stay current and motivated regarding their teaching areas?
5. Is there sufficient assessment and evaluation of teachers?
6. What has been the biggest change regarding students over the past 5 years?
7. Is there sufficient curriculum planning? Sufficient department planning? Interaction between the lower grades and the higher grades?
8. Are there sufficient resources, materials, and equipment to do your job well?
9. Is there integration of curriculum among subject areas and across grade levels?
10. Is technology integrated across the curriculum?
11. How do you see your school changing over the next 5 – 10 years?
12. How would you describe your school's climate/culture?
13. If you could, what changes would you make?
14. Any final things we should know?

VERIFICATION REPORT

St. Joseph School
12345 N. Sample Report Road
Anywhere, KY 90210

Grade Range:

Enrollment:

Administrator Name:

Verification Team Members:

Visitation Date: _____

Site Team Schedule of Activities

On Sunday, March 3, 2013, Mr. Poindexter, Miss Scarlet, Mrs. White, and Mr. Plum met with Mrs. Rita Reigler, principal of St. Joseph School in Anywhere, Kentucky. The purpose of the meeting was to organize the site visit planned for the following days and to be briefed by Mrs. Reigler regarding the schedule and preparations she had made. We found the interviews with teachers, governing/consultative body, school improvement team members, parents, students, and administrators had been scheduled. Documentation updating student enrollment, current newsletters, and class schedules were provided for us at that time. Mrs. Reigler was present for the first half-hour of our meeting and then departed to allow us organizational time.

Sunday evening we met with members from the school governing/consultative body, a representative parent group, and others who had helped to compile most of the materials presented in the accreditation process document. Mrs. Reigler was not present during this meeting. The planning process was described and issues concerning the school were voiced.

On Monday morning the site team met with Mrs. Reigler and her Assistant Principal, Mr. Merriwether. The meeting was very helpful in orienting the team to the school population and the unique influences present at the school due to its proximity to a military base. During the meeting we discussed other demographic aspects of the Anywhere community, the level and nature of parent involvement, student turnover, and teacher turnover.

At 8:30 the team was taken on a tour led by the student council officers. This included a thorough tour of the grounds, cafeteria, kitchen, classrooms, and gym facilities. The team then broke up for individual classroom observations. Mr. Poindexter visited grades K – 1 ; Miss Scarlet visited grades 2 – 3; Mrs. White visited grades 4 – 6; and Mr. Plum visited grades 7 –8.

To try to get a better sense of the school's culture/climate some members of the site team ate with faculty members and some ate with the students. After lunch the team reconvened to discuss the classroom observations. It was apparent that not all classes had been observed so the team decided to continue the observations later in the afternoon.

At 1:00 the site team met with teachers representing all 9 grade levels. The planning process was described and issues concerning the school were voiced. Immediately after this meeting we concluded our classroom observations.

At 3:00 we met with representatives of the long-range planning committee/school improvement team. They were eager to discuss their entire process and were both confident and excited about the plan they had created for St. Joseph School.

Our first day ended with dinner and some evening team work.

On Tuesday morning the site team met once again with Mrs. Reigler to go over the school's financial reports and other documents included in her school certification materials. Questions we had regarding these documents were answered.

At 8:45 we gathered before meeting with students representing each grade level. We divided the 18 students into three groups and talked with them about their perceptions of St. Joseph School, the faculty, and the administration.

At 10:00 the team met to discuss the information gathered up to that time and to begin writing the report.

At 11:00 we met with specialty area teachers and Father Francis, the pastor, to discuss their impressions of the school and its plans for the future. After this meeting the team felt very comfortable with the information it had gathered and did not see any reason to call any group back together.

Lunch was again eaten with the faculty and students.

After lunch the team met to prepare the remarks for the exit meeting with Mrs. Riegler. During the exit interview the site team reviewed our findings and discussed the outline of the

items that would be included in our report. Mrs. Reigler was grateful for the team's suggestions and thorough manner in which the visit was conducted.

At 2:15 a reception was prepared in the media center. Present at the reception were the faculty, representatives from the school governing/consultative body and School Improvement Team, Father Francis, Pastor of , members of school committees, and Mrs. Reigler. Mrs. Reigler thanked those responsible for the process document. She also thanked the teachers and the site team. Mr. Plum then addressed the group, giving a quick overview of the team's findings, and related the next steps in the reporting process and prospective timeline for presenting schools accredited by the Commission to the Kentucky Department of Education. Mr. Plum thanked Mrs. Reigler and the school community for their thoroughness and hospitality.

Site Team Accreditation Report

Introduction:

St. Joseph School is a suburban Catholic elementary school located in central Kentucky in the county of Anywhere. It serves a student population in grades K – 8. Originally built in 1954, St. Joseph School opened with a student population of 138. Due to the extraordinary growth in the county in the past 5 years, the school population has increased tremendously – to 378 -- and is projected to reach 500 in the next five years and remain relatively stable for the foreseeable future.

St. Joseph School presently houses 18 classrooms, a faculty room, media center, computer lab, art room, music room, gymnasium, and kitchen facilities. An expansion of the facilities to include a science lab is planned for the next 5 – 7 years. On-going maintenance of the school is generally good.

Seventy-two percent of the staff of 22 full-time and 5 part-time educators and administrative personnel of St. Joseph School hold an advanced degree. All other full-time educators hold bachelor's degrees and para-educators have associate degrees. The average classroom experience is 13 years with a range from Intern teacher to 30+ years of experience. All faculty and para-educators assume co-curricular responsibilities outside the classroom to further the opportunities offered to students.

St. Joseph School is funded primarily through tuition paid by school families. Tuition accounts for 80% of the total operating budget of the school; fund-raising accounts for 10%; and 10% of the budget is subsidized by the parish. Because the parish is contemplating transitioning to full Gospel stewardship in the next three years, these numbers could change.

St. Joseph School has adopted the curriculum framework of the Diocese of Anywhere that is aligned with national and state standards. It currently uses the Terra Nova standardized test in each grade to monitor the academic achievement of its students. The average class size is 24. Accommodations are made for students diagnosed with learning differences. This population is also served by a part-time Special Needs Resource teacher.

From discussions with the various groups involved in St. Joseph School, it was clear that all stakeholders were adequately informed and involved in their accreditation and long-range planning processes. All future plans for the school have been positively accepted and embraced. All stakeholders seem to be looking forward to being part of the growth of the school.

Individual Components of the Planning Process and School Improvement Plan

Catholic Identity

As stated in the Introduction, St. Joseph School is a Catholic school and there is a Christian spirit present there. The most impressive testament to this was reflected by the students themselves and their parents. Despite the transitional nature of many of the families, a Christian, family, and caring atmosphere was repeatedly cited as a major reason for attendance and retention of students.

Some of the school's activities that reinforce the emphasis on Catholic Identity are:

- the recitation of morning prayer, led by a student
- attendance of all students at Friday Liturgies – planned by the students
- presence of Catholic symbols (statues of saints, use of the Rosary, crucifixes, etc.) throughout the school
- evidence of sacramental opportunities including Reconciliation, Confirmation, and First Communion

- presence of human rights and ecology posters
- lists of community and national outreach projects
- performance tasks related to Catholic Identity

Mission

The school has a written mission statement. There is periodic review of the mission statement and the school community is aware of them. The team felt that the mission was reflected in the atmosphere and activities conducted at St. Joseph School. Students, in particular, reflect the mission of the school.

Many members of the school community were involved in the process of writing and reviewing the statement. The mission statement has been publicized through parish bulletins and school materials. The mission statement is framed and hanging in every classroom, hallway, and administrative office.

Examples that the mission statement is a living document include:

- the prominence with which it is displayed throughout the school
- the emphasis on educating the “whole child” witnessed by a variety of teaching techniques, styles, and resources
- the promotion of academic and religious formation
- the attention to which members of the faculty devote to nurturing individuals who “think critically and work independently and cooperatively”

Governance

St. Joseph School has an active school governing/consultative body. There are opportunities for the governing/consultative members to participate in professional development provided by the Diocese of Anywhere. Other committees within the school, such as technology, PTO, etc., have representatives who sit on and report directly to the school governing/consultative body. The process for hiring and evaluating the administrator is mandated by the Diocese. Formative assessment of the administration is conducted through governing/consultative body interview and faculty surveys.

The school governing/consultative body is responsible for the long-range, strategic planning for the school. One member of the governing/consultative body is responsible for each area of the plan, and reports regarding progress in his/her area are made to the governing/consultative body on a regular basis. The governing/consultative body seeks opportunities for outside grants to enhance the academic program and ways to reward teachers for student success. The governing/consultative body members credit their aggressive style for the continued success of their students and low turnover rate of their faculty. It was also apparent from faculty interviews that the faculty members value the work of the governing/consultative body and its attempts to create a better work and learning environment.

Examples of the success of the school governing/consultative body are:

- the good faith efforts to show support of and appreciation for the faculty
- leadership style of the administration is appropriate for this school
- significant efforts to conduct strategic planning, implement the action steps and re-evaluate on an on-going basis
- tremendous strides have been made in technology due to the acquisition of outside funds
- school governing/consultative body activities, policies, and procedures are open to all members of the community

- school governing/consultative body is representative of many different groups within the school

Finance

Besides tuition and support of the parish, St. Joseph School is funded through other fundraisers. The budget is developed and monitored by the Principal. It is presented at the governing/consultative body's monthly meeting. Financial reports are generated monthly, however the means of developing the budget planning process is not yet complete.

The governing/consultative body will include in their financial plan specifics in regards to keeping tuition costs in line with the economy. Those specifics will include communicating tuition costs to parents regularly. Mrs. Reigler relays information about tuition costs and tuition assistance available at the school when meeting with parents during the admissions process.

Plant and Facilities

The facilities of St. Joseph School are well maintained and generally attractive. Instructional materials are well organized and available for use, especially in the media center. Students have access to many resources. Space is provided for music education, physical education and art education. Plans are underway for the addition of updated science labs in the next 5 –7 years.

The grounds are well maintained and safe. Extra effort has been made to provide a safe playground for the students. Reports presented to the site team indicate that all health and safety codes required by the county/state are being met.

Custodial and maintenance activities occur primarily after school-hours. During school hours, there is a part-time custodian on site.

Administration and Staffing

School personnel are qualified for the positions held. Teachers are certified and two are completing the teaching internship program this year. It is sometimes difficult to provide this training due to the transient nature of some of the faculty who have family members in the military and because the number of Teacher Educators in the area is small. However, St. Joseph School does everything it can to insure that its teachers complete the program in a timely fashion.

The staff consists of 20 full-time educators and administrative personnel and 5 para-educators. The faculty and staff were found to be professional, positive in their responses to student needs, and willing to take on special responsibilities at the school. There was definitely a professional learning community in action at the school. Differentiated instruction and effective classroom management techniques were evident throughout the site team's classroom observations. The teacher/pupil ratio was very good and some primary teachers have the support of part-time para-educators in their classrooms.

The library and computer lab support the curriculum and students are benefiting from these programs.

Professional development is required of all faculty and staff but very few opportunities are offered on site. Therefore, teachers are expected to find venues on their own. There is virtually no budget for professional development.

The Diocesan Curriculum Framework was newly adopted last year. Mrs. Reigler shows positive leadership in her persistence in moving the school into the framework and steadily improving the rigor of the curriculum. However, her staff is struggling to implement these

changes. She has also been a leader in the area of assessment tasks and portfolios. She maintains a positive relationship with the community, the military, and the public schools in her county. Due to her leadership with the governing/consultative body, the school's technology program has blossomed.

Curriculum

St. Joseph School has implemented the Diocesan Curriculum Framework. There seems to be a positive response to teaching to national standards, but bridging the curriculum gap is proving to be quite difficult to manage. Students use portfolio assessment in writing and mathematics as well as a portfolio for performance tasks. These portfolios are generally well-received. However the performance tasks are felt to be too many in number and detract from other equally important academic endeavors. The Terra Nova test is used in grades 3 – 8.

Differentiated instruction was observed by the site team members in their classroom observations. There was evidence of group products. Technology was integrated into most of the lessons observed. Other educational resources were available and used by both faculty and students.

Cross-curricular units are regularly used among the disciplines and across all grade levels.

Time for collaborative planning is short and most faculty members expressed a desire to increase that.

School's Instructional Improvement Plan

St. Joseph School gathered a group representing all stakeholders of the school to participate in a systematic analysis of student achievement in the last 5 years and to create a plan for improvement for the next 5 years. The process used by the school and the plan resulting from it merited several commendations from the site team.

Because the school has used the Terra Nova standardized test as a measure of achievement for only two years, other sources of data were examined. Demographic data, scores from the assessment tasks and portfolios (which have been in place for the past 6 years), and curriculum assessments are a few examples of the data collected and analyzed for the instructional improvement plan.

School Climate

There is a Christian spirit at St. Joseph School. Students are respectful of visitors and each other. There seems to be a very positive attitude in the student community and among faculty members. This was exhibited most strongly to the team by way of the student council members who guided our tour of the facilities. There was a definite pride in what they were accomplishing at the school and they were very willing to share those accomplishments with us. There was a professional spirit noted among faculty members.

Due to the high number of military families, the turnover of students is significant and could take a toll on student morale and assuredly on the students leaving this school. There is a significant percentage of the faculty members who are connected in some way to the military.

Conflict management and discipline seem to be positive from both the teachers and administration. There appeared to be a high level of parental involvement and communication when dealing with discipline. There was a concern regarding the perception of a positive attitude and ownership of the school on the part of some students and families. Again, due to

the influence of the military on this school, the team felt that this should be expected – it is difficult to become completely connected to the school when there is the possibility of leaving.

School/Community Relationships

There appears to be an excellent relationship between St. Joseph School and the public schools in the county. This is due primarily to the personal connections made by Mrs. Reigler and the faculty. On the day of the visit, teachers were attempting to seek placement in professional development opportunities offered by the county.

There is also a good working relationship with businesses and educational institutions nearby.

Several information-sharing updates and upgrades have been made or are underway, especially to the school website. Parent newsletters and other information, test scores, and academic and athletic achievements are all shared and highlighted as a means to maintain and improve community support of the school.

St. Joseph School has a group of parents working to revitalize the PTA by increasing volunteering to assist with school events and revising the by-laws.

Institutional Advancement

A high percentage of the student population of St. Joseph School is from the parish that sponsors the school. However, there are a significant number of children whose parents are involved in the military and housed at the base in the county. Enrollment has declined slightly each year, blamed primarily on high turnover of students in military families and the economy.

Based on interviews and some preliminary data, retention of students is good. Once they are “in the door” they are likely to stay until graduation from the 8th grade.

Mrs. Reigler is working with alumni and other stakeholders to establish a development plan. St. Joseph School’s website is serving as a marketing tool used to share the good news about their accomplishments.

Indicators of Success

All standardized testing data is analyzed and disaggregated for sub-populations within the school to insure more accurate planning. This information, along with summarized data from other assessment tools such as the students’ portfolios and performance tasks help to determine the needs of the students upon which the improvement plan is based.

Other data collected includes attendance figures for faculty and students. The school is preparing for the Blue Ribbon application and hopes to become nationally recognized for its achievements.

Students are rewarded for academic achievement and effort within the school through “formal honor rolls.” Other honors are recognized as they arise – such as sports honors, etc. In addition, awards received outside of the school such as from the Boy/Girl Scouts, etc. are recognized.

Birthdays of the month are displayed on a bulletin board in the front hall.

Co-curricular and Special Programs

There is a part-time counselor on the staff of St. Joseph School. With her help, programs/activities on drug/alcohol education, career planning, hygiene, etc. are planned. There is also student participation in the planning of these events.

Students with special learning needs are identified through teacher and/or parent inventories and observations. Accommodations are made where possible. A protocol governing these accommodations is followed. If the school is unable to meet the needs of any of its students, they are referred to the county agency.

Most programs offered outside the school day have a faculty sponsor/moderator. The school's food service program meets all requirements according to state/county guidelines. A menu is sent home on a monthly basis with the daily choices offered to the students. There are no vending machines in the building and students are not allowed to bring/drink sodas during the school day.

An after-school program and sports program are in place, but are operated through the parish and not completely under the jurisdiction of the school.

Service is integrated into the curriculum and daily life of the students at St. Joseph School.

Commendations

The following commendations and recommendations were made by the site team after its examination of St. Joseph's school improvement planning process and the school improvement/long-range plan.

The list of commendations includes the following strengths of St. Joseph School and its use of the Kentucky Non-Public School Commission accreditation process:

- The Catholic Identity of the school is demonstrated at all levels and by all those in the community. The use of the facility to display and reflect this and the level of student participation of the students in the service activities and school liturgies are testaments to the emphasis upon Catholic Identity of the entire St. Joseph School community.
- The mission of St. Joseph School permeates the community and its activities. There is evidence that the mission is being lived daily and that the future is promising. Publication of these statements in all documents and public display of the mission statement throughout the school building are visual reminders of the message.
- The presence of the governing/consultative body reverberates throughout the school. It is acknowledged and appreciated for the many efforts made to improve the teaching and learning at St. Joseph School. Because of its work, tremendous strides have been made in the area of technology. The governing/consultative body is intimately involved in the planning process, and works tirelessly to bring those plans to fruition. There is an open-door policy and relationships between the governing/consultative body, administration, and faculty are very good.
- The governing/consultative body remains proactive as it seeks to identify potential capital funding sources for potential future growth and expansion of St. Joseph School.
- A creative solution was devised to address the challenge of creating a school budgeting system that was useful and fiscally informative in the long term.
- Tuition rates are posted on the school website.
- The facilities support the teaching and learning environment. The school is clean and attractive. There is long-range planning for capital improvements.
- The leadership style promotes good instructional practices and is appropriate for this school. Policies and procedures for staff and volunteers are well-established and reviewed on a periodic basis. All children are valued and high expectations are held for all. The commitment of the school is evidenced by the hiring of a special needs resource teacher. The faculty is well qualified and experienced for the positions they

hold. There is excitement among the faculty and a dedication to the school and its mission.

- The staff should be commended for its implementation of the Diocesan Curriculum Framework and its adherence to national/state standards. The integration of technology across all subjects and grade levels is assisting all students in the learning process. The commitment to alternate assessment strategies (portfolios and performance tasks) is commendable.
- The climate in the school is one of mutual respect. It is a “trademark” of St. Joseph School and is also felt out in the community. The high level of parental and community involvement in the school attests to the fact that the school is well respected and appreciated.
- Mrs. Reigler maintains a good relationship with administrators and other staff of the local public schools, to the benefit of the St. Joseph School community as a whole and its students in particular.
- Collaboration with local businesses and educational institutions results in mutual benefits, such as the local public schools providing professional development for St. Joseph School faculty.
- St. Joseph School is in the process of developing an alumni database.
- The school is using their website and social media for marketing purposes.
- The school improvement plan is thorough and based on solid, factual data. It was created by a group representing each constituency within the school. The test scores have been disaggregated and sub-populations within the school have been targeted for additional services. The rate of attendance for teachers and students is high and illustrates their level of commitment to the school. Demographic data has been gathered and analyzed, and future projects, etc. are determined.
- Special programs are based on student needs.
- The school and its students have received numerous honors and are recognized on a regular basis for outstanding achievements.

Recommendations

The site team proposes that St. Joseph School consider the following recommendations as it implements its 2013 School Improvement Plan:

- Provide more on-site professional development for the faculty – particularly in areas of implementing standards-based education and assessment. Include a line item in the budgeting process for these activities.
- Continue to gather objective data on which to base future instructional goals. Teacher created assessments and objective evaluations of programs might be areas to consider.
- Develop standards for admission and expulsion. As the student population grows, there may be a time when students may have to be turned away due to space considerations.
- Continue the progress made with the budget planning process. Keep appropriate checks and balances in place to avoid sudden disaster.
- Periodically audit the school’s finances, even if the audit is only procedural.
- In the facilities plan, follow the plan to add science labs in the next 5 –7 years, but develop a timeline for these activities. Also include a plan for providing new furniture on a rotation-basis – the desks in the classes and media center are beginning to show their age and will need to be replaced. The addition of more playground equipment might also be considered.

- Continue to offer the KTIP program as best you can. Give teachers additional professional development as they struggle to implement the Diocesan Curriculum Framework and differentiated instruction. Additional planning time within the school day should also be provided for these activities.
- Complete the Blue Ribbon application.
- Complete a curriculum gap analysis on a periodic basis to insure smooth implementation of the Diocesan Curriculum Framework. Continue to align planning, instruction, curriculum, assessment, and professional development.
- Continue to provide support for the military families and children in your school. The transitions made by all concerned can exacerbate any problems that surface in school.
- Continue efforts for completing a formal Public Relations Plan.
- Proceed with revising the by-laws for PTO.
- Consider establishing an Annual Fund.
- Continue working towards drafting a Development Plan.

No Deficiencies were found.

St. Joseph School
Anywhere, Kentucky
June 15, 2013

Recommendation of the Site Visit Team:

FULL CERTIFICATION

Respectfully Submitted,

Site Team Chairperson

**Kentucky Non-Public School Commission
School Certification Process Reimbursement of Expenses**

Site Visitor: _____
Home Address: _____
School Name: _____
Site Visit Dates: _____

Travel

Travel from: _____
Travel to: _____ and return.
Total miles traveled: _____

Amount to be reimbursed:
(_____ miles x current federal reimbursement rate) \$ _____

Lodging

Dates: _____
Location: _____

Amount to be reimbursed: _____
(Include receipts)

Meals

Locations/Amount: _____ \$ _____
_____ \$ _____
_____ \$ _____
_____ \$ _____

Amount to be reimbursed _____
(Include receipts)

Total Reimbursement

Site Visitor Signature

Date

Approval Signature

Date

**KENTUCKY NON-PUBLIC SCHOOLS COMMISSION, INC.
SELF ASSESSMENT OF SITE TEAM**

Indicators: Yes = Y No = N

1. Was your overall experience as a Site Team Visitor positive?

2. Did the sample questions/observation sheets assist you in organizing your school visit?

3. Did the professional development help in reviewing your responsibilities as a Site Visitor?

4. Did the principal of the visited school help in setting up your accommodations?

5. Did the principal of the visited school help in arranging the necessary schedule of interviews?

6. Was the KyNPSC helpful and available to answer your questions regarding the process and your visit?

7. Did your team meet the evening before the visit?

8. Do you feel that the visit was conducted in a professional manner?

9. Do you feel that the site visit was thorough?

10. Was your team organized as you entered the school?

Comments not mentioned above which would help to improve your preparation for visiting a school:

Comments not mentioned above which would help to improve your visit once you are at the site:

Comments not mentioned above which would help to improve the Process Document and Site Team Guidelines:

Other Comments:

Team Member Completing this Questionnaire:

Date of your last site visit: _____

Today's Date: _____

Please return to:
The KyNPSC, Inc.
P. O. Box 15550
Covington, KY 41015-0550

Complaints and Appeals Process

The Kentucky Non-Public Schools Commission, Inc. supports the principles of fairness and reasonableness in all of its procedures related to the certification process. The Commission is willing to receive legitimate complaints and grievances. It will take such necessary actions as may be prudent and supportive of its mission to provide this voluntary service to non-public schools in the state of Kentucky.

Before a formal appeal is filed, a concerted effort should be made to address the issue(s) informally. The chief administrator of the school considering an appeal is advised to contact the chairperson of the Site Visitation Team and try to reach an understanding. It should be stated that the role of the Site Visitation Team is to merely verify the documentation provided by the school. Judgments regarding full, provisional and denied certification are dependent upon the team's ability to verify the documentation. The Site Visit Team presents a report to the Commission Review Committee who makes final recommendation to the full Commission.

If an understanding cannot be reached, a formal appeal (in writing) may be lodged with the following:

<u>Appeal Involving:</u>	<u>Appeal Lodged With:</u>
Initial Application	Administrative Assistant
Site Visit Representative	Administrative Assistant
Site Visit Recommendation	Commission Review Committee
KY Non-Public Schools Commission	
Administrative Assistant	KY Non-Public Schools Commission
Commission Review Committee	
Recommendations	KY Non-Public Schools Commission (Appointed Grievance Committee)

An institution may continue an appeal up to and including presentation to the full commission. The commission will render an official ruling on the appeal or decide not to hear said appeal. Either decision will remain final and may not be further appealed within the Kentucky Non-Public Schools Commission, Inc.

Grievance Committee – will be appointed at the August Commission Meeting.