

The Kentucky Non-Public Schools Commission, Inc.

Accreditation Process



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

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SECTION I

INTRODUCTION

ACKNOWLEDGEMENTS

Continuing the Tradition: A Catholic Elementary/Middle School Improvement Process

Robert J. Kealey, Ed.D.

NCEA Publications

2001

Data Analysis for Comprehensive Schoolwide Improvement

Victoria Bernhardt

Eye on Education

1998

Kentucky Non-Public Schools Commission Accreditation Manual, 2010

National Directory for Catechesis

United States Conference of Catholic Bishops

2005

The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools

Center for Catholic School Effectiveness, School of Education, Loyola University Chicago in partnership with the Barbara and Patrick Roche Center for Catholic Education, Lynch School of Education, Boston College

March 2012

School Improvement: Focusing on Student Performance

NSSE

1998

Standards and Policies for the Accreditation of Nonpublic Schools Commission on Elementary and Middle Schools

Southern Association of Colleges and Schools

2001

The School Portfolio – A Comprehensive Framework for School Improvement

Victoria Bernhardt

Eye on Education

1999

Validating the Vision

Mary Frances Taymans, SND, Ed.D.

NCEA publications

1999

Work of Karen L. Tichy, Ed.D.

Associate Superintendent for Instruction for the Archdiocese of St. Louis

2001

THE KENTUCKY NON-PUBLIC SCHOOLS COMMISSION, INC.

Dear Non-Public School Administrator,

Congratulations on your decision to participate in the Kentucky Non-Public Schools Commission Certification Process. This process has been prepared to assist you in making board (governing/consultative body), faculty, and staff assignments, and to inform you of requirements and arrangements necessary for having a site team visit your campus. The Administrator's Checklist is designed to "walk" you through the process.

It is our desire that the entire certification process be a positive and fruitful experience leading to school improvement. Please know that the Non-Public Schools Commission is here to serve you and respond to any needs you may have as you begin this process.

Sincerely,

*The Kentucky Non-Public Schools Commission, Inc.
(859) 392-1534*

THE KENTUCKY NON-PUBLIC SCHOOLS COMMISSION, INC. CERTIFICATION PROCESS

INTRODUCTION

- The entire certification process is considered to be a constructive exercise for the school, designed for improvement of the educational process.
- A school is to be assessed in terms of its own statement of mission and goals.
- The certification process should be a creative, productive experience for a school and its staff. It will do much to establish goals, determine a sense of direction, and strengthen the school as a whole.
- The certification process should be conducive to educational growth and provide for ongoing assessment.

IMPLEMENTATION OF THE CERTIFICATION PROCESS

1. WHEN TO INITIATE KENTUCKY NON-PUBLIC SCHOOLS CERTIFICATION PROCESS

All non-public schools in Kentucky have the opportunity to complete the certification process. This process must be a cooperative effort of the entire school community. In order to initiate the process, professional development will be available to all schools.

2. READINESS

Readiness considerations include compliance with the standards, and the number of years since the last formal certification, the receptivity of the staff, the availability of resources including the opportunities for training of governing/consultative body, administration, and staff.

3. REVIEW OF THE PROCESS

The scope of the certification process includes the total school. School mission, governance, administration and staff, curriculum, and facilities will be reviewed. The Kentucky Non-Public Schools Certification document must be reviewed in order that the governing/consultative body, administration, committee members, and the school community have a thorough knowledge of the process.

4. STANDARDS

The major emphasis of the Kentucky Non-Public Schools Commission Certification Process is that students know and are able to demonstrate knowledge gained as a result of their school experience. Assessment completed during the certification process will be based upon the Kentucky Non-Public Schools Commission's Standards:

STANDARD I: 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.

STANDARD II: 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.

STANDARD III: 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.

STANDARD IV: 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.

STANDARD V: 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.

STANDARD VI: 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 local curriculum planners.

STANDARD VII: 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.

STANDARD VIII: 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.

STANDARD IX: 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.

STANDARD X: 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.

STANDARD XI: 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 XI has close ties to Standard VI (Curriculum), Standard VII (Instructional Improvement Plan), and Standard X (Institutional Advancement).

- Regarding Standard VI – 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 VII – 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 X – Data that clearly reflect academic excellence is invaluable information to include in marketing materials.

STANDARD XII: 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.

5. COMMITTEE SELECTION

Leadership in the school certification process is the task of the school administrator. The administrator should form a Coordinating Committee responsible for giving direction to the various committees, receiving reports from them, and incorporating the findings and recommendations into the final Certification Document. Committees should be representative of the governing/consultative body, faculty, parents, and community leaders. Members

will participate in this process by sharing their ideas, observations, and recommendations.

6. COMMUNICATING THE PROCESS

The certification team, which includes those named to the various committees, must keep members of interested school groups (PTO, governing/consultative body, sponsoring organization, etc.) informed regarding the process. Communication plans should include progress reports, news releases, and newsletters.

7. COMPLETING THE PROCESS AND PLAN

The certification process serves to organize and clarify important documentation regarding the school. The process should take 12-15 months depending on the readiness of the school community. Since the entire study must be done in light of the Standards stated above (see #4), it is essential to reassess, reshape, and clarify the mission and goals of the school so that they are clearly understood by all involved.

8. VERIFICATION VISITS

Visits by a verification team offer an extensive opportunity for outside observers to examine and verify the findings of the local school community. Visits may last one or two days, and visiting teams may consist of 2 to 6 members depending upon the size of the school. The verification team offers an objective view of the school's progress in fulfilling the stated standards. It adds credibility to the findings of the school's certification team. Recommendations can support a school's own statement of outcomes and needs.

The verification team should be both balanced and diverse with regards to age, education, experience, sex, race, and position. Members of the team will be persons with broad views who will be able to base their observations solely on the mission and goals stated by the school. Members may include principals, teachers, staff members from neighboring schools, college/university representatives, and Central Office personnel (local and non-local). This team will be assembled by the school administration in consultation with the Kentucky Non-Public Schools Commission representative.

9. RESULTS OF THE PROCESS

- a. Full 5-Year Term of Certification granted.
- b. One Year Provisional – If there is a particular area of the process document that is deficient, schools may be given one year to resolve the deficiency, followed by a review by the Kentucky Non-Public Schools Commission.
- c. Certification Denied – If it is obvious that the stated goals are not being met and/or that sufficient preparation was not evident in completing the process, certification may be denied. An appeal may be made to the Kentucky Non-Public Schools Commission.

10. IMPLEMENTING THE IMPROVEMENT PLAN

The certification process will validate the school's compliance with stated standards and assess the school's progress toward the short- and long-term goals for the school. An analysis of the certification process document and findings of the visiting team will provide information on the extent to which the school is meeting its stated goals and direct the school toward specific areas of improvement.

11. YEARLY REVIEW AND REPORTING TO THE KENTUCKY NON-PUBLIC SCHOOLS COMMISSION

This certification process is not a one-time event. Assessment is an ongoing process. To assure continuing progress from plan to reality, a school planning team should continue to review the goals annually, keep the design for improvement present in the minds of the staff, recall the checkpoints and deadlines, and help with adjustments necessitated by changing conditions. An Annual Progress Report will be sent to the Kentucky Non-Public Schools Commission.

12. STATEMENT ON DEFICIENCIES

A deficiency is any indicator or demonstrator which is missing or found to be over-represented. If insufficient preparation was taken in completing a particular document, this could also be considered a deficiency.

13. REINITIATE THE PROCESS AFTER 5 YEARS

PROCESS DESIGN

The Kentucky Non-Public Schools Commission Process is designed as a three-tiered reporting process based on:

- **STANDARDS** – indicate what is to be accomplished or performed.
(Example: The values and principles intrinsic to the educational program are consistent with the mission of the school.)
- **INDICATORS** – further define the standards. They indicate progression toward the standards.
(Example: The mission is consistent with the values of the church, institution, or governing/consultative body with which the school is affiliated.)
- **DEMONSTRATORS** – show specific data reinforcing the indicators.
(Example: Provide a copy of the school mission statement.)
All Demonstrators should be placed in the self-study binder.

NOTE: ALL DEMONSTRATORS are to be placed in a binder and marked appropriately for easy finding by the site team members. Each member of the site team should be sent a copy of the binder at least three weeks prior to the visit. Demonstrators too large to be placed in the binder are noted and may be made available at the school at the time of the visit.

TIMELINE FOR CERTIFICATION PROCESS

<hr/> PHASE 1 <hr/>	<ul style="list-style-type: none">• Prior to initiating the self-study process, the school administration notifies the Kentucky Non-Public School Commission Administrator of its intent to renew its 5-year certification. (form may be obtained on website www.kynpsc.org)• Administrator assembles Coordinating Committee and other committees.
<hr/> PHASE 2 <hr/>	<ul style="list-style-type: none">• School completes self-study.• School develops and implements long-range plan which includes Instructional Improvement Plan (IIP).• Coordinating Committee completes Certification Process Document and mails to each site team member within three weeks prior to visit.
<hr/> PHASE 3 <hr/>	<ul style="list-style-type: none">• Site visit by Kentucky Non-Public Schools Commission team to affirm self-study and examine long-range plan and IIP.
<hr/> PHASE 4 <hr/>	<ul style="list-style-type: none">• Reflection and revision of long-range plan and IIP using input from site team.
<hr/> PHASE 5 <hr/>	<ul style="list-style-type: none">• Continuous self-study and renewal of the process.

RECOMMENDED COMMITTEES

Leadership in the school certification process is the task of the school administrator. The administrator should form a Coordinating Committee responsible for giving direction to the various sub-committees, receiving reports from them, and incorporating the findings and recommendations into the final Certification Document. Committees should be assigned topics listed in the certification self-study document (i.e., Curriculum, Finance, Administration & Staffing, School Climate). Committee members should be representative of the governing/consultative body, faculty, parents, and community leaders and participate in this process by sharing their ideas, observations, and recommendations.

Recommended Committee Tasks include:

- I **COORDINATING COMMITTEE**
 - o Oversees the Certification Process at the school
 - o Sets appropriate timeline for completion of the process
 - o Communicates with other committees and instructs each regarding its responsibilities
 - o Is responsible for receiving reports/documentation from other Committees and incorporating them into the completed document

- II **OTHER COMMITTEES**
 - o Complete self-study of the specific area assigned to them
 - o Complete all supporting plans, charts, etc. contained in specific area assigned
 - o Give recommendations pertaining to their specific area to the Planning and/or Coordinating Committee

- III **LONG-RANGE PLAN COMMITTEE**
The Planning Committee should ideally be the governing/consultative body of the school. The governing/consultative body, together with the administrator:
 - o Assures adequate short- and long-term planning as well as a Facility Plan (maintenance/improvement).
 - o Creates or reviews Mission Statement
 - o Reviews all information contained in school self-study
 - o Creates or updates the Long-Range Plan

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 special teachers
	Meet with school's religious leader, pastor, minister, etc. if religiously affiliated
11:45 a.m.	Lunch

Afternoon:

12:30 p.m.	Meet with student representatives and additional 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 religious leader, pastor, minister, etc. if religiously affiliated)

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

ADMINISTRATOR'S CHECKLIST

- Determine the preferred dates for the Site Visitation.
- Organize appropriate school committees to complete process.
- Make copies of the appropriate process materials for committees listed above.
- Set appropriate meeting times for these committees and develop schedule for completion of process documents.
- Type and position all sections of the process materials in appropriate sections of a binder.
- Make all lodging and room arrangements for site visitation team. School is responsible for paying for meals, room, and mileage. *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. 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.*
- Send a letter to the team members as soon as they have been chosen. Welcome them and send tentative schedule and hotel room arrangements.
- Prepare and mail an information page with directions, map, addresses, and phone numbers.
- Send copies of completed certification materials (binder) to committee members at least three weeks prior to site visit.
- Prepare materials to be viewed on site (Curriculum Guides, large policy manuals, Asbestos Containment Plan, Emergency Management Plan, etc.)
- Prepare a quiet work space for the team with access to a computer (if requested by the team).
- 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.

The above arrangements should be placed in writing by the host school and mailed to the chairperson
- Clear all plans with the chairperson. Do not plan time-consuming events that will hinder the work of the team.

SECTION II

SELF-STUDY

and

DOCUMENTS

KENTUCKY NON-PUBLIC SCHOOLS COMMISSION

CERTIFICATION PROCESS

SELF STUDY

School Name	<hr/>
Address	<hr/>
Phone	<hr/>
E-Mail	<hr/>
Principal	<hr/>
Site Visit Date	<hr/>

OVERVIEW

On this page provide in narrative form a brief overview of the school and its programs. Include such things as funding, description of the school plant, highlights in the school's history, and several (three or more) areas in which the school has achieved greatest success.

Standard I: 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.

NOTES: *Creating or updating the Mission Statement should be the initial task of the Planning Committee since all other documentation should flow from that statement.*

A Mission Statement is usually a statement of 25 – 50 words that describes the goals and work of the school. It focuses the school's attention on a common purpose and gives direction to its entire educational vision. It reflects the needs, values, and purposes of the specific community that the school serves. It can be easily paraphrased and is motivating for the school community. An example of a mission statement would read:

_____ School strives to impart to all students an exemplary formation experience, an educational program which promotes academic excellence, an atmosphere which creates the development of an inner self-discipline, and the development of a sense of social responsibility which extends beyond self to family, church*, and community. All avenues strive to recognize and commend individual as well as team approaches.

*If applicable

Indicators:

Y	N	I	N
E	O	P	A
S			

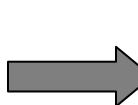
1. The mission is consistent with the values of the church, institution, or governing/consultative body with which the school is affiliated.
2. The school has a visible written mission statement that is published in the school's handbook(s), other school documents, posted on the school website, and in the classrooms and offices in the school building.
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.
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:

1. Provide a copy of the school mission statement.
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.

Standard II: 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.

NOTES: *An important responsibility of the governing/consulting body is to appoint a Long-Range Planning Committee to prepare the Long-Range Plan of the school. Reflecting upon the school's mission statement, school surveys, and information from the school's self-study will be helpful in creating or updating the plan. The plan should be completed in Phase 2 of the process.*

Indicators:

Y	N	I	N
E	O	P	A
S			

- 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.
- 2. The legal authority or governing/consultative body has approved a written job description for the administrator.
- 3. The legal authority or governing/consultative body delegates administrative authority for the operation of the school to the administrator.
- 4. The legal authority or governing/consultative body provides for the on-going evaluation/assessment of the administrator.
- 5. The legal authority or governing/consultative body gives direction for achieving the mission of the school through clear, concise policy statements.
- 6. The legal authority or government/consultative body has a process for the storage and disposition of student records and transcripts.

Demonstrators:

- 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
 - 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
 - a. school policies
 - b. school meeting schedule
 - c. school committees
 - d. school professional development schedule
- 5. Provide the following re: the administrator
 - 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 *School Improvement Process*)
- 7. Provide process statement on the storage and disposition of student records and transcripts.

SCHOOL IMPROVEMENT PROCESS

The School Improvement Planning process is considered to be a constructive exercise for the school designed for the creation and implementation of three to five goals with specific objectives, action steps, and evaluation/assessment measures. It is an intensive study that is designed to highlight the strengths and areas of concern in the school. While it is the governing/consultative agent's responsibility to initiate and monitor the plan, it is not its responsibility to do all the work involved. All constituencies involved with the school should participate in the planning process.

School plans will vary and should be unique to the particular circumstances surrounding each school. However, common areas should be addressed in every planning process. These areas should correspond to the standards of the Kentucky Non-Public Schools Commission Certification process.

Some planning guidelines:

1. The long-range, strategic goals established in the plan should be based upon appropriate assessment and analysis, and should be congruent to the school's mission and vision.
2. The School Improvement/Long Range Plan should be monitored on an on-going basis. The plan is designed to be a living document.
3. Reports on progress should be given to the governing/consultative body on at least a quarterly basis and should be reflected in the meeting minutes.
4. Review of the plan's goals, objectives, and action steps should occur at least mid-year. At that time, recommendations for revisions, amendments, etc. may be made and the process of articulating new goals, objectives, and action steps begun.
5. At the end of each school year an annual report on the School Improvement/Long-Range Plan should be given. At this time all recommendations for the next year should be addressed and finalized.

Standard III: 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.

NOTES: *It is strongly recommended that a Finance Committee is appointed by the governing/consultative body. Membership of the committee should include finance professionals. It is also recommended that a Finance Committee member serves on the Long-Range Planning Committee.*

Indicators:

Y	N	I	N
E	O	P	A
S			

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.
2. The school administrator and the governing/consultative body collaborate with community stakeholders to develop financial plans that incorporate diverse sources of income.
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.
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.
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:

- 1. Provide the following re: school budget
 - 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.

Standard IV: 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.

NOTES: *It is the responsibility of the school administrator and the governing/consultative body to prepare and maintain an effective building maintenance plan at least 3-5 years out. The governing/consultative body is encouraged to appoint a Building and Grounds committee to develop the plan.*

Indicators:

Y	N	I	N
E	O	P	A
S			

1. Sanitation, lighting, heating, ventilation, acoustics, and maintenance of buildings insure the physical well-being of the occupants.
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.
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.
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.
5. All legal requirements for health, safety, and sanitation are met.
6. Adequate and appropriate spaces are provided to support the learning standards.

Y	N	I	N
E	O	P	A
S			

7. Adequate equipment (fixed or movable) and technology is available to support the learning environment.
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:

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.
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.

FACILITIES ACTIVITIES PLAN

ACTIVITY: _____

Cost: _____

Person Responsible: _____

Expected Date of Completion: _____

Progress Year 1:

Progress Year 2:

ACTIVITY: _____

Cost: _____

Person Responsible: _____

Expected Date of Completion: _____

Progress Year 1:

Progress Year 2:

Standard V: 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:

Y	N	I	N
E	O	P	A
S			

1. The administration is responsible for the recruitment, orientation, formal evaluation, and supervision of all school personnel.
2. All employees and volunteers have written job descriptions.
3. The school or school system has established and implemented procedures for evaluating all personnel.
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.
5. All staff and volunteers in the school are accountable to the administration for the performance of assigned duties.
6. All professional personnel are qualified for positions and/or assignments.
7. To the extent possible, instructional personnel are teaching in their major or minor field or specific area of concentration.

Y	N	I	N
E	O	P	A
S			

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:

1. Provide job descriptions for all personnel.
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.
- 11. Provide evidence of employee and volunteer files containing the school's policies and appropriate documentation as required by law.

ROSTER AND ASSIGNMENTS OF INSTRUCTIONAL PERSONNEL

ROSTER FOR STAFF ASSIGNMENTS

Standard VI: 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.

NOTES:

It is the responsibility of the Coordinating Committee, together with the Curriculum Committee, to devise a process for completing the "Prevalence of Best Practices." Once a process is established, summary sheets should be provided to the Site Team Committee. It is important that this process and the summaries reflect the total picture of the curriculum, planning, instruction, assessment, and professional development of the entire school. It is suggested that the instrument be completed by each teacher and summary sheets of results reflect the following groups: teachers of primary, intermediate, middle, and high school levels.

Indicators:

Y	N	I	N
E	O	P	A
S			

1. The school has a long term, comprehensive plan addressing curriculum, instruction, and assessment that is evaluated and updated annually.

2. The vertically aligned curriculum includes learning standards that combined with sound instructional and assessment practices provide an education focused on academic excellence.

Y	N	I	N
E	O	P	A
S			

3. Clearly defined learning standards are related to all curriculum areas which include but are not limited to:

- Arts
- World Languages (encouraged in elementary and middle schools)
- Health and Safety
- Instructional Technology
- Language Arts
- Mathematics
- Physical Education
- Science
- Social Studies (Geography, History, Government and Civics)
- Religion (where applicable)

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:

- Authentic Performance Assessments that include student portfolios and performance tasks.
- 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.
- Criterion Reference Testing which includes formative and

Y	N	I	N
E	O	P	A
S			

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.

- Standardized Tests or nationally recognized assessments used for comparison with national norms, individual percentiles, local percentiles and cognitive and achievement correlations.

7. Individual student progress and assessment results are reported to parents or guardians, and other stakeholders receive a summary of group assessment results.
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.
9. The number of instructional days is appropriate and meets state standards.
10. The length of the school day/schedule of daily classes supports the educational program offered by the school.
11. Technology is integrated into the curriculum.
12. The principal secures the necessary resources to purchase software and/or assessment instruments (i.e., Measures of Academic Progress, Success Maker, Compass Learning) 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.
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:

- 1. Provide completed curriculum framework/guidelines. (May be viewed on site.)
- 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.

PREVALENCE OF “BEST PRACTICES”

Reflect on how prevalent the use of each “best practice” is in your classroom. Rate your current level of using “best practices” using the following scale:

- 1 = *The use of this best practice is not at all prevalent in my classroom.*
- 2 = *The use of this best practice is somewhat prevalent in my classroom.*
- 3 = *The use of this best practice is very prevalent in my classroom.*

CURRICULUM

- 1. There is a focus on student mastery of a limited number of concepts and skills.
- 2. There is an emphasis on real world application in all content standards to determine a rigorous curriculum.
- 3. The teaching of essential concepts and skills is emphasized with all learners by employing differentiated instruction.
- 4. There is an emphasis on analyzing, evaluating, and applying information and concepts.
- 5. Disciplines are integrated where appropriate.
- 6. Information and concepts are used to solve problems and create products.
- 7. Technology is viewed as a tool to teach and learn in all subject areas.
- 8. Interdisciplinary units are utilized to integrate knowledge.
- 9. The curriculum is aligned vertically and includes learning standards, instructional, and assessment strategies.

PLANNING

- 1. I plan with college and career readiness in mind.
- 2. I plan across curricular areas through collaboration.
- 3. I engage in ongoing short- and long-range instructional planning.
- 4. I collaborate with peers to vary instructional strategies.
- 5. I incorporate reflection, the instructional techniques needed, and the impact on student learning in my lesson plans.

INSTRUCTION

- 1. Students actively produce information through inquiry and research activities.
- 2. Student-created representations, connections, and meaning (construction) are present.
- 3. There is teacher coaching of students.
- 4. Instruction is “differentiated,” reaching all learners with varied abilities.
- 5. The use of multiple senses (visual, auditory, kinesthetic, tactile) for acquiring information and concepts is present.
- 6. Students work in a variety of group settings.
- 7. The focus is on ability as an attribute that can be developed and increased.
- 8. Groupings are based on a variety of factors such as readiness, interests, modalities, and random assignment.
- 9. A variety of instructional methods, based on new educational trends/best practices is used.
- 10. There is variety and a balanced use of resources such as library materials, technology, visuals (globes, maps, charts), manipulatives, graphic organizers, and community resources.
- 11. The choice of instructional materials is based upon the alignment with standards.
- 12. There is an emphasis on 21st century skills: critical thinking, problem solving, communication, collaboration, creativity, and innovation.
- 13. There are real-world applications of knowledge and skills that replicate workplace situations.
- 14. Students are appropriately involved in reflecting upon their learning, setting learning goals, choosing learning activities, and evaluating their work.
- 15. Opportunities, assistance and accommodations are made for students with special learning needs and for students who are “gifted.”
- 16. Technology is integrated into the curriculum and used to research, analyze, and present information and concepts.
- 17. New educational trends, such as blended learning, are incorporated into

instruction.

- 18. There are adequate instructional materials and resources including library, media, technology materials, and services.

ASSESSMENT

- 1. Assessment is aligned with standards, curricular units of study, and data analysis.
- 2. Assessment is used to plan instruction, determine prior knowledge, and determine progress.
- 3. There is a comparison of students to established standards and criterion-referenced tests.
- 4. Individual work and collaborative work are assessed.
- 5. There is a variety of assessment and transparent reporting measures.
- 6. Assessments are returned to students with more feedback than just a score or grade.
- 7. Choice of formative/summative assessment is determined by the product/method that best demonstrates what has been learned, and includes a variety of measures such as student portfolios, performance events, performance tasks, etc.
- 8. A proper amount and a variety of tasks are assigned for homework in consideration of various grade levels.
- 9. Homework assignments support and supplement classroom instruction, and are in compliance with the school's Homework Policy.
- 10. Evaluation of student work is based upon scoring guides (rubrics).
- 11. Assessment of applied knowledge is through means of activities and projects that require using knowledge and skills as adults in real life and in the workplace.
- 12. Assessment scoring guides (rubrics) are clearly defined and articulated before they are used.

PROFESSIONAL DEVELOPMENT

- 1. Professional development addresses the need to change/enhance individuals' instructional practices.

- 2. Professional development focuses on improving student learning as the overall goal.
- 3. Professional development is offered on our school campus.
- 4. There is ongoing support for professional development.
- 5. A variety of professional development opportunities (PLC's, webinars, on-line classes, study groups, e-mail networks, peer coaching, action research, etc.) are provided.
- 6. There is a sustained and intensive addressing of priority topics.
- 7. Methods emphasize practice, feedback, reflection, coaching, and support.
- 8. Professional development is tailored to the needs of our teachers and our school, and is aimed at keeping teachers current with innovative techniques.
- 9. The success of professional development is determined by the level of change in participants' behaviors.
- 10. The professional development reflects school initiatives and the School Improvement Plan.
- 11. Professional development for our school reflects the goals of individual teachers in their professional growth plans.
- 12. Professional development is offered to non-teaching staff.
- 13. Professional development programs are evaluated relative to instructional improvement and improvement in student learning.
- 14. According to current need, our school provides internal, job-imbedded professional development, as well as presenters from outside the school community.

**Adapted with permission from work of Karen L. Tichy, Ed D., Associate Superintendent for Instruction for the Archdiocese of St. Louis, 2/18/03*

Standard VII: 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.

NOTES: *It is the responsibility of the administrator, faculty, and Curriculum Committee to insure the completion of an Instructional Improvement Plan. The Plan should be based upon multiple sources of data and include goals for the next 3 – 5 years.*

Indicators:

Y	N	I	N
E	O	P	A
S			

1. There is an instructional improvement plan for the school that includes goals for the next 3 – 5 years.
2. For each goal the following have been articulated:
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
3. The improvement plan indicates the major strengths of the school and the areas that need attention.

Demonstrator:

1. Provide the school's Instructional Improvement Plan that notes analysis of student assessment results and other applicable data.

Standard VIII: 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.

NOTES: *As a part of the accreditation process, the school surveys parents, students, staff, and the governing/consultative body in order to gauge the perspectives of those involved with the community, both internally and externally. The surveys may be adapted for individual school use.*

Indicators:

Y	N	I	N
E	O	P	A
S			

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

Y	N	I	N
E	O	P	A
S			

8. Students are held accountable for their behavior in a fair and just manner.
9. The overall climate of the school encourages students to learn skills of decision-making and problem-solving, feel positive about their academic competencies, and develop positive relationships.
10. There is a comprehensive plan for school safety and emergency response.
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:

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.
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 a non-church school does not discriminate on the basis of creed.

PARENT/COMMUNITY SURVEY

For each of the statements listed below, check the box the number that best corresponds with your agreement to the statement.	1	2	3	4	5
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. The school community is perceived as committed to the mission of the school.	<input type="checkbox"/>				
2. The school's mission is communicated to and understood by all stakeholders.	<input type="checkbox"/>				
3. The school's mission drives all aspects, activities, and decisions of the school	<input type="checkbox"/>				
4. The school communicates its programs, policies, student achievement, and successes to its stakeholders.	<input type="checkbox"/>				
5. The governing/consultative body consists of representatives of the school community whose expertise and counsel provide guidance to the school administration.	<input type="checkbox"/>				
6. Parents are welcomed and involved in the school community.	<input type="checkbox"/>				
7. There is sufficient parent involvement in the school.	<input type="checkbox"/>				
8. The school exhibits respect for all members of the school community.	<input type="checkbox"/>				
9. Students feel welcome, supported, and safe in the school environment.	<input type="checkbox"/>				
10. The school fosters sensitivity towards people of differing religious beliefs, economic backgrounds, ethnic, and racial origins.	<input type="checkbox"/>				
11. Students are held accountable for their behavior in a fair and just manner.	<input type="checkbox"/>				
12. The school community responds in appropriate ways	<input type="checkbox"/>				

	to the need for stewardship of local, national, and world resources.				
13.	The presence of the school positively influences the larger community.				
14.	Our school's curriculum in all content areas is rigorous and prepares our students to be college and career ready.				
15.	Teachers engage students in a variety of learning activities to address differences in student's multiple intelligences, learning styles, aptitudes, and ability levels.				
16.	Homework is aligned with classroom instruction.				
17.	The school's programs meet the requirements of the students with special needs.				
18.	Teachers help students develop positive relationships.				
19.	Teachers encourage students to recognize and use their abilities to their full potential.				
20.	The school's assessment practices are varied and the results are used for instructional improvement and communicated to parents.				
21.	The faculty and staff are committed to academic excellence and work to prepare students for college and career readiness.				
22.	Teachers encourage students to think critically, creatively, problem solve, communicate, and collaborate.				
23.	Teachers hold high expectations for student learning.				
24.	The school performs well academically.				
25.	Students have adequate media and technology resources to support the academic program.				
26.	The school facilities are well-maintained, adequate, and conducive to learning.				
27.	Students have an adequate number of opportunities				

	to get involved in extra-curricular activities.						
28.	Extra-curricular activities provide diverse opportunities for students and develop leadership skills.						

STAFF SURVEY

For each of the statements listed below, check the box the number that best corresponds with your agreement to the statement.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
1. The school community is perceived as committed to the mission of the school.					
2. The school's mission is communicated to and understood by all stakeholders.					
3. The school's mission drives all aspects, activities, and decisions of the school					
4. The school communicates its programs, policies, student achievement, and successes to its stakeholders.					
5. The governing/consultative body consists of representatives of the school community whose expertise and counsel provide guidance to the school administration.					
6. Parents are welcomed and involved in the school community.					
7. There is sufficient parent involvement in the school.					
8. The school exhibits respect for all members of the school community.					
9. Students feel welcome, supported, and safe in the school environment.					
10. The school fosters sensitivity towards people of differing religious beliefs, economic backgrounds, ethnic, and racial origins.					
11. Students are held accountable for their behavior in a fair and just manner.					
12. The school community responds in appropriate ways to the need for stewardship of local, national, and world resources.					

13.	The presence of the school positively influences the larger community.					
14.	Our school's curriculum in all content areas is rigorous and prepares our students to be college and career ready.					
15.	Teachers engage students in a variety of learning activities to address differences in student's multiple intelligences, learning styles, aptitudes, and ability levels.					
16.	Instructional strategies are based upon best practices.					
17.	Homework is aligned with classroom instruction.					
18.	The school's programs meet the requirements of the students with special needs.					
19.	Teachers help students develop positive relationships.					
20.	Teachers encourage students to recognize and use their abilities to their full potential.					
21.	The school's assessment practices are varied and the results are used for instructional improvement and communicated to parents.					
22.	The faculty and staff are committed to academic excellence and work to prepare students for college and career readiness.					
23.	Teachers encourage students to think critically, creatively, problem solve, communicate, and collaborate.					
24.	Teachers hold high expectations for student learning.					
25.	The school performs well academically.					
26.	Teachers are provided adequate planning time within the school day to collaborate with other faculty members so as to achieve the goal of student success.					

27.	Faculty and staff attend annual professional development to increase the knowledge of all aspects of their profession.					
28.	The school has an effective teacher evaluation process.					
29.	The faculty and staff collaborate and maintain regular and open communication with each other.					
30.	Faculty and staff have a positive attitude about the school and feel a sense of belonging to the school community.					
31.	Students have adequate media and technology resources to support the academic program.					
32.	The school facilities are well-maintained, adequate and conducive to learning.					
33.	Students have an adequate number of opportunities to get involved in extra-curricular activities.					
34.	Extra-curricular activities provide diverse opportunities for students and develop leadership skills.					

HIGH SCHOOL STUDENT SURVEY

For each of the statements listed below, check the box the number that best corresponds with your agreement to the statement.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
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1.	The school's mission is communicated to and understood by all students.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
2.	The school's mission drives all aspects, activities, and decisions of the school.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
3.	Students are held accountable for their behavior in a fair and just manner.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
4.	Students feel safe at this school.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
5.	Students show respect for one another.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
6.	Students show respect to the faculty and staff.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
7.	Students feel like they belong at this school.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
8.	Students have a positive attitude about this school.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
9.	School spirit is high at this school.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
10.	The administration, faculty, staff, and parents care about and show respect for one another.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
11.	Parents are welcomed at this school.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
12.	Parents are involved in their children's education and in school activities.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
13.	Students are challenged to do their best work	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
14.	There are high expectations for all students to achieve.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
15.	The faculty and staff are committed to academic excellence.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know

16. The faculty and staff are excited about the subjects they teach.					
17. The faculty is willing to give individual help with their coursework when needed.					
18. Teachers use different ways to teach in my classes.					
19. Students feel comfortable asking questions if they do not understand something or when they have a concern.					
20. Teachers let students demonstrate what they know in a variety of ways.					
21. Homework is aligned with classroom instruction.					
22. Grading policies promote academic excellence.					
23. There are a sufficient number of extra-curricular activities offered at this school.					
24. Participation on athletic teams is determined on a fair and just basis.					
25. Student leadership in and around the school is encouraged.					
26. There are adequate media and technology resources to support my learning.					

GRADES 5-8 STUDENT SURVEY

For each of the statements listed below, check the box the number that best corresponds with your agreement to the statement.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
-------------------------------------------------------------------------------------------------------------------------------	---------------------	------------	---------------	------------------------	-----------------

1.	The school's mission is communicated to and understood by all students.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
2.	The school's mission drives all aspects, activities, and decisions of the school.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
3.	Students are held accountable for their behavior in a fair and just manner.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
4.	Students feel safe at this school.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
5.	Students show respect for one another.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
6.	Students show respect for the faculty and staff.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
7.	Students feel like they belong at this school.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
8.	Students have a positive attitude about this school.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
9.	Parents are welcomed at this school.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
10.	Parents are involved in their children's education and in school activities.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
11.	Students are challenged to do their best work.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
12.	There are high expectations for all students to achieve.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
13.	The faculty and staff are committed to academic excellence.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
14.	The faculty is willing to give individual help with their coursework when needed.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know
15.	Teachers use different ways to teach in my classes.	1 Strongly Agree	2 Agree	3 Disagree	4 Strongly Disagree	5 Don't Know

16.	Students feel comfortable asking questions if they do not understand something or when they have a concern.						
17.	Teachers let students demonstrate what they know in a variety of ways.						
18.	Homework is aligned with classroom instruction.						
19.	Grading policies promote academic excellence.						
20.	There are a sufficient number of extra-curricular activities offered at this school.						
21.	There are adequate media and technology resources to support my learning.						

SURVEY FOR THOSE WHO CHOOSE NOT TO SEND THEIR CHILDREN TO THIS SCHOOL

(MAIL or EMAIL)

This school is doing some long-range planning, and we have developed a short survey for parents. It would be very much appreciated if you would take a few moments to complete this questionnaire.

Number of children in your family under the age of 13 _____

Ages of children in your family under the age of 13 _____

Number of children in your family under the age of 13 in our school _____

If your children are in our school, will they be returning next year?

____ Yes ____ No

If your children are not in our school, or if they will not be returning to our school next year:

1. Why? _____

2. Would you consider this school for your child next year?
____ Yes ____ No

If yes, please share your name and contact information so that we can follow up with further information:

3. Why do you choose to not have your child(ren) attend this school?

a. ____ Inconvenient Why?

b. ____ Finances

Would you consider sending your child to this school if financial assistance could be provided? _____ Yes _____ No

c. _____ Problems with the school (please explain)

d. _____ Other (please explain)

4. What additional comments, suggestions, or feedback can you offer about the school?

Thank you for your time in answering our survey.

Name (optional):

Please return to:

Deadline for return: _____

EXIT INTERVIEW

Student Name: _____ **Date:** _____

Grade at time of withdrawal: _____

Name of school student will enter: _____

Reason(s) for withdrawal (please check all that apply):

- tuition concern
- moved out of area
- student/parent did not get along with teacher(s)/administration
- student did not get along with classmates; student did not have friends at school
- student's academic performance was poor
- concern regarding academic curriculum
- concern regarding discipline policies/procedures
- other (please specify)

Please rate the following aspects of the school using a scale of 1 to 4 with 1 being the most satisfied and 4 being the most dissatisfied, or NA (not applicable):

- | | |
|------------------------------------------------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Curriculum (general content) | <input type="checkbox"/> Science |
| <input type="checkbox"/> Arts (Music and Art) | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> World Language | <input type="checkbox"/> Instructional/Technology |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Other |
| <input type="checkbox"/> Mathematics | |
| <input type="checkbox"/> Challenge of curriculum (too hard/too easy) | |
| <input type="checkbox"/> Teachers | |
| <input type="checkbox"/> Administration | |
| <input type="checkbox"/> Facilities | |
| <input type="checkbox"/> Extra-curricular activities (excluding sports) | |
| <input type="checkbox"/> School's ability/willingness to accommodate special needs | |
| <input type="checkbox"/> Communication to parents | |
| <input type="checkbox"/> Counseling program | |
| <input type="checkbox"/> Technology | |

Please use the following scale to respond to the questions below:

Y = Yes N = No N/O = No Opinion

- Did you feel welcome at the school?
- Were you treated with respect and courtesy by the staff?
- Were your concerns handled in a timely fashion?
- Did you feel you were informed about your child's progress?
- Did you feel the amount of homework your child received was appropriate?
- Was there anything that the school could have done that would have hanged your mind about leaving? If so, what?

If you were the principal, what changes would you make to improve the school?

Other comments:

STANDARD IX: 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.

NOTES: *It is the responsibility of the school administrator and the governing/consultative body to ensure that the school has an up-to-date Public Relations Plan in place. Today's parents consider a number of different schooling options for their children, and strong public relations help schools to be competitive in attracting students and families.*

Indicators:

Y	N	I	N
E	O	P	A
S			

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

Y	N	I	N
E	O	P	A
S			

8. The parent organization effectively supports the mission of the school.
9. The school's interaction with and involvement in the community reflect the mission of the school in a positive way.

Demonstrators:

- 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, and parish/congregation [if applicable]) in order to enhance the education of the students.
- 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:
 - a. Copy of by-laws
 - b. Composition of the organization
 - c. Major functions of the organization
 - d. Budget process

THE PUBLIC RELATIONS PLAN

The National School Public Relations Association refers to school public relations as:

“... a planned and systematic, two-way process of communications between an educational organization and its internal and external publics. Its program serves to stimulate a better understanding of the role, objectives, accomplishments, and need of the organization. Educational public relations is a management function that interprets public attitudes, identifies the policies and procedures of a particular organization with the public interest, and executes a program of action to encourage public involvement and to earn public understanding and acceptance.” (*Armistead*)

Steps for Implementing a Good Public Relations Plan

1. Form a Public Relations Committee.
2. Complete the Public Relations Matrix.
3. Complete the analysis of your public relations.
4. Identify priority publics.
5. Discuss strategies for change.
6. Within the context of the School Improvement Plan, write goals and objectives for public relations.
7. Complete action steps.
8. Evaluate.

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PUBLIC RELATIONS MATRIX

PUBLICS REACHED

Place a check indicating the "publics" reached by that activity.

School Communication	Parents	Students	Teachers	Custodians	Secretaries	Non-parent	Governing/ Consultative Body	Parent/ Teacher Organizations	Alumni	Area Businesses
Activity Calendar										
Fact Card										
Newspaper Ad/Article										
TV Ad/Story										
Radio Ad/Story										
Open House										
Parent Teacher Conference										
Phone Calls to Parents										
Governing/Consultative Body										
Brochures										
Newsletters										
Student Council										
Surveys										
School Events, i.e. Reunions, Auctions										
Webpage										
Social Media (Facebook, twitter, etc.)										

ANALYSIS OF PUBLIC RELATIONS

Discuss and answer the following questions:

1. List the primary personnel involved in your public relations.

Have they been sufficiently trained for the responsibilities they have?

If not, what type of training do they need?

2. What do results of the questionnaires/surveys of the school's various constituencies indicate are the strengths of your public relations program?
3. What do the questionnaires/surveys of the school's various constituencies indicate are the weaknesses of your public relations program?
4. Who are your priority (internal and external) publics? How/how often are you in contact with each of them?

STANDARD X: 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:

Y	N	I	N
E	O	P	A
S			

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

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Demonstrators:

- 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.
 - a. Complete the Enrollment Chart
 - b. Describe and explain any significant demographic changes in the school community during the past five years.
 - c. Complete the Special Needs Chart
- 7. Provide evidence of major fundraisers and a 5-year history of funds raised.

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ENROLLMENT CHART

Provide the number of students currently enrolled in each of the grades listed below:

Pre-K	_____	6th	_____
K	_____	7th	_____
1st	_____	8th	_____
2nd	_____	9th	_____
3rd	_____	10th	_____
4th	_____	11th	_____
5th	_____	12th	_____

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Special Needs

Students who qualify for free/reduced meals					
	20____	20____	20____	20____	20____
Number					
% of total student population					

Students who have limited English proficiency					
	20____	20____	20____	20____	20____
Number					
% of total student population					

Students diagnosed with:					
	20____	20____	20____	20____	20____
ADD					
ADHD					
Autism					
Deaf and Blind					
Developmentally Delayed					
Emotional Disturbance					
Hearing Impairment/Deafness					
Learning Disability					
Mental Retardation					
Orthopedic					
Speech/Language					
Traumatic Brain Injury					
Vision Impairment/Blindness					
Other					
Number					
% of total student population					

Standard XI: 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 XI has close ties to Standard VI (Curriculum), Standard VII (Instructional Improvement Plan), and Standard X (Institutional Advancement).



- Regarding Standard VI – 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 VII – 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 X – Data that clearly reflect academic excellence is invaluable information to include in marketing materials.

Indicators:

Y	N	I	N
E	O	P	A
S			

1. Assessment data is used to make decisions about programs and students.
2. Assessment data is communicated to students, parents, and the community.
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.
4. The school recognizes and is recognized for its achievements.

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Y	N	I	N
E	O	P	A
S			

5. There is a high percentage of student daily attendance.

Demonstrators:

- 1. Provide chart with attendance information.
- 2. Provide chart of assessment data for standardized tests. (Examples are provided. If the assessment used by your school is not provided, submit the form used.)
- 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.

ATTENDANCE DATA

	Year 20__ - 20__				
% DAILY TEACHER ATTENDANCE					
% DAILY STUDENT ATTENDANCE					
% YEARLY TEACHER TURNOVER RATE					

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ASSESSMENT RESULTS
National Standardized Test*
Grades 3 – 6+

Grade: _____	Testing Month/Year: _____
Name of Test: _____	
Edition/publication year: _____	Test Publisher _____
Were any groups excluded from testing? Why? _____	

Year	Spring 20 ___ - ___				
Number tested					
Percentage tested					
Reading: Literature (Mean)					
Reading: Informational Text (Mean)					
Reading: Foundation Skills (Mean)					
Reading Total: (Mean)					
Language: Writing (Mean)					
Language: Grammar, Usage (Mean)					
Language: Mechanics (Mean)					
Language Total: (Mean)					
Math: Operations/Algebraic Thinking (Mean)					
Math: Numbers & Operations (Mean)					
Math: Measurement & Data (Mean)					
Math: Geometry (Mean)					
Math: Real/Complex Number System (Mean)					
Math: Statistics & Probability (Mean)					
Math Total: (Mean)					
Science: Physical Sciences (Mean)					
Science: Life Sciences (Mean)					
Science: Earth/Space Science (Mean)					
Science Total: (Mean)					
Total: (Mean)					

*NWEA Measures of Academic Progress (MAP)

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**ASSESSMENT RESULTS
National Standardized Test***
Grades K – 2

Grade: _____	Testing Month/Year: _____
Name of Test: _____	
Edition/publication year: _____	Test Publisher _____
Were any groups excluded from testing? Why? _____	

Year	Spring 20 ___ - ___				
Number tested					
Percentage tested					
Reading: Literature/Informational (Mean)					
Reading: Vocabulary/ Functions(Mean)					
Reading: Foundational Skills (Mean)					
Language and Writing (Mean)					
Reading Total: (Mean)					
Math: Operations/Algebraic Thinking(Mean)					
Math: Number & Operations (Mean)					
Math: Measurement & Data (Mean)					
Math: Geometry (Mean)					
Math Total: (Mean)					
Total: (Mean)					

- NWEA MAP for Primary Grades (MPG)

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**ASSESSMENT RESULTS
National Standardized Test***

Grade: _____	Testing Month/Year: _____
Name of Test: _____	
Edition/publication year: _____	Test Publisher _____
Were any groups excluded from testing? Why?	

Year	20 __ - __	20 __ - __	20 __ - __	20 __ - __	20 __ - __
Number tested					
Percentage tested					
Reading (NP of the MNCE)					
Vocabulary (NP of the MNCE)					
Reading Comp. (NP of the MNCE)					
Language (NP of the MNCE)					
Language Mech. (NP of the MNCE)					
Language Comp (NP of the MNCE)					
Math (NP of the MNCE)					
Math Computation (NP of the MNCE)					
Math Comp. (NP of the MNCE)					
Science (NP of the MNCE)					
Social Studies (NP of the MNCE)					
Spelling (NP of the MNCE)					
Word Analysis (NP of the MNCE)					
Total Score (NP of the MNCE)					

*chart based on Terra Nova Test(published by CTB) and/or The Iowa Test of Basic Skills (published by Riverside Publishing)

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Explain the growth or decline that has taken place over the last five years.

Explain if a particular group of students is doing better or worse than the majority of students.

Information included should be from past 5 years.

ASSESSMENT RESULTS National Standardized Test

TEST NAME (Select one)

- EXPLORE/ACT Aspire
- PLAN/ACT Aspire
- ACT District Choice
- ACT

Test Month/Year _____ Grade _____

Were any groups excluded from testing? Yes No
If yes, why? _____

Year	20 __ - 20 __	20 __ - 20 __	20 __ - 20 __	20 __ - 20 __	20 __ - 20 __
Number tested					
Percentage tested					
Composite Score					
English					
Mathematics					
Reading					
Science					
Writing					

Explain the growth or decline that has taken place over the last five years.

Explain if a particular group of students is doing better or worse than the majority of students.

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**POST-SECONDARY INTENTIONS
OF MOST RECENT GRADUATING CLASS
(High School only)**

_____ % attend 4 year college/university

_____ % attend 2 year college/community college

_____ % attend technical or other post-secondary institutions/training

_____ % enter the military

_____ % enter the workplace

_____ % other (please indicate)

_____ % unknown

Standard XII: 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.

NOTES: *If the self-study and site visit indicates a substantial need for improvement in co-curricular and special programs, then the school leadership needs to address that need as a high priority.*

Indicators:

Y	N	I	N
E	O	P	A
S			

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

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Y	N	I	N
E	O	P	A
S			

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:

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.
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.

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- 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.