

**MIDDLE STATES ASSOCIATION OF COLLEGES AND  
SCHOOLS  
COMMISSIONS ON ELEMENTARY AND SECONDARY  
SCHOOLS**

**STANDARDS FOR  
ACCREDITATION FOR  
SUPPLEMENTARY EDUCATION  
ORGANIZATIONS**

**Revised 2008, Amended 2009 and 2010**

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# INTRODUCTION

The Middle States Association of Colleges and Schools (MSA) was established in 1887 and is a nongovernmental, nonprofit, peer-administered organization. MSA provides leadership in developing and recognizing quality in education for its member schools throughout the United States and in more than 90 countries outside the United States.

The Middle States Association has three accrediting commissions:

- The Commission on Higher Education [dba as Mid-Atlantic Region Commission on Higher Education (MARCHE)] serves academic, degree-granting institutions and evaluates and accredits post-secondary institutions and programs;
- The Commission on Secondary Schools (MSA-CSS) evaluates and accredits institutions providing middle and/or secondary education, including vocational-technical schools that offer non-degree-granting post-secondary programs; and
- The Commission on Elementary Schools (MSA-CES) serves institutions that provide middle, elementary, and early age education.

Together, the elementary and secondary Commissions—operating as the Commissions on Elementary and Secondary Schools—serve institutions providing early age through grade 12 or 13 education or any combination of grade levels served by the Commissions.

## THE ROLE OF STANDARDS IN THE ACCREDITATION PROCESS

The Middle States Standards for Accreditation are qualitative statements that reflect research-based best practices for schools. These Standards complement content area standards, which designate what students are expected to learn in various curriculum areas. The latter may be incorporated in the accreditation process in a variety of ways, but because content standards vary among schools, states, and overseas locales, it is not possible to designate a single set of content standards for all Middle States accredited schools.

Middle States Standards for Accreditation have several important functions in the accreditation process. Most importantly, they serve as a mechanism for improving a school's ability to produce the levels of student performance that are both desired and expected by its community of stakeholders. Because they are based on research and reflect best practices, they serve as a qualitative guide to expectations for an accredited school. The Standards are not designed to make all schools look alike. The Middle States accreditation process respects the individual nature and character of each school. The diversity of Middle States member schools reflects this important principle. Although it is required that all schools meet the same

Standards for Accreditation, there is sufficient flexibility within the Standards so that different schools can demonstrate they meet the Standards in different ways.

The Standards serve as the primary basis upon which the Commissions make accreditation decisions. The Commissions offer a variety of protocols for self-study and accreditation, each of which begins with the requirement that a school meets the Standards for Accreditation. Then, building on the requirements of the Standards, a school proceeds to establish a plan for growing or improving student performance and the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders.

## **THE ROLE OF INDICATORS OF QUALITY IN THE ACCREDITATION PROCESS**

Indicators of Quality have been developed for each Standard. The Indicators amplify a Standard and show possible ways that a school can demonstrate that a particular Standard is met. Indicators provide greater clarity regarding best practices related to each Standard. Although it is expected that all accredited schools will meet the Standards, not all Indicators will apply to or be appropriate for each school. It is imperative that the use of Indicators respects the individual integrity of each school and that no attempt to conform a school's operation to these Indicators be made.

A number of the Standards for Accreditation include sub-sets of Indicators that are applicable to different types of schools and to schools with special programs or services. For example, the Governance and Leadership Standard includes a set of Indicators for independent/non-public schools and a different set of Indicators for schools in public school districts, archdiocesan/diocesan systems, and other school organizations with a central office staff. For some of the Standards, there are also Indicators for schools that have early age programs and Indicators for schools that deliver some or their entire educational program using a distance modality. Each school uses only the Indicators that are applicable and appropriate for the school.

# THE STANDARDS FOR ACCREDITATION FOR SUPPLEMENTARY EDUCATION ORGANIZATIONS

## Organization of the Standards

The Standards for Accreditation and Indicators of Quality are numbered for ease of reference only. No added weight or other significance should be attributed to those numbers. Additionally, the Standards are organized in two broad categories based on the following:

**Foundational Standards:** Standards addressing best practices in the components of a school that provide the *foundations* for quality in the education program, services, and results in terms of student learning.

- Philosophy/Mission
- Governance and Leadership
- Improvement Planning
- Finances
- Facilities
- Climate and Organization

**Operational Standards:** Standards addressing best practices in delivering the education program, services, and activities to the students.

- Health and Safety
- Educational Program
- Assessment and Evidence of Student Performance
- Student Services
- Information Resources and Technology

## PHILOSOPHY/MISSION STANDARD FOR ACCREDITATION

**The Standard:** The supplementary education organization has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its program(s), expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the supplementary organization's philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

### *Indicators for all SEOs:*

- 1.1 The supplementary education organization ensures that SEO administrators and staff, students and their families (if appropriate) understand and support the organization's philosophy/mission.
- 1.2 The philosophy/mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures.
- 1.3 The philosophy/mission is free of contradiction, ambiguity, and excessive abstraction.
- 1.4 The supplementary organization implements a system to assess its effectiveness in fulfilling its philosophy/mission.
- 1.5 The supplementary organization's philosophy/mission is clearly communicated in its brochures, promotional materials, policy and procedural handbooks, web site, and similar resources.

### *Indicators for SEOs that provide all or part of their educational program by a distance learning modality:*

- 1.6 The distance learning modality is appropriate for achieving the mission of the organization.
- 1.7 The mission includes goals for which distance learning would be the solution, such as increasing access or reaching out to underserved or special populations (such as working adults).
- 1.8 The distance learning modality enhances and does not detract from other elements of the organization's mission.
- 1.9 Senior administrators are able to articulate the strategic importance of distance learning and its role in the mission of the organization.
- 1.10 The distance learning modality is not used solely to attract target student populations that differ significantly from other student populations served by the organization

### ***Indicators for faith-based SEOs:<sup>1</sup>***

- 1.11 The SEO's religious identity is articulated clearly in the SEO's mission, beliefs and publications.
- 1.12 The SEO's religious identity is integrated into its philosophy/mission and its SEO-wide goals and objectives.
- 1.13 Symbols and artifacts of the SEO community's faith are visible in the school.

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<sup>1</sup> The use of the Faith-Based Indicators for this and the other Standards for Accreditation by faith-based SEOs is voluntary and not required, unless their use is directed by the head of a parent system. The Faith-Based Indicators allow faith-based SEOs, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for SEOs whose mission and educational program are defined wholly or in part by their particular faith.

# GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

**The Standard:** The supplementary education organization is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the organization through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. Organization leaders foster a productive environment, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

*Indicators for SEOs that are not part of a larger system/corporate structure:*

## Governance and Leadership

- 2.1 The SEO is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction in which the organization is located.
- 2.2 No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.
- 2.3 The governance and leadership work cooperatively to establish and maintain clear, written policies and procedures that are consistent with the organization's philosophy/mission. These policies and procedures are implemented at all times and reviewed regularly.
- 2.4 The governance and leadership provide appropriate opportunities for education of the trustees/board, including orientation and training sessions so that all members understand their responsibilities and roles.
- 2.5 The governance and leadership appropriately recognize the accomplishments of staff and students.

## Governance

- 2.6 The governance provides the organization with effective leadership, support, and continuity, including succession planning to ensure stability of the organization's leadership.
- 2.7 The governance thinks and acts strategically, reflecting on its decisions and the consequences of its actions.
- 2.8 The governance systematically evaluates its own effectiveness in performing its duties.
- 2.9 The governance is focused on selection, evaluation, and support of the head of the organization; policy development; planning; assessing the organization's performance;

and ensuring the availability of adequate resources to accomplish the organization's philosophy/mission.

- 2.10 Governance refrains from undermining the authority of the leadership to conduct the daily operation of the organization.
- 2.11 The governance utilizes a clearly defined performance appraisal system for the head of the organization. The appraisal is conducted with the knowledge and participation of the head of the organization.

### **Leadership**

- 2.12 The head of the organization is accountable to the governance and is responsible for ensuring expected levels of performance.
- 2.13 The leadership ensures that all of the organization's programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
- 2.14 The leadership ensures that professional and support staff members stay well informed about educational developments.
- 2.15 The leadership undertakes operational, long range, and strategic planning aimed at accomplishing the organization's mission and goals.
- 2.16 The leadership adheres to appropriate guidelines concerning confidentiality in communications.
- 2.17 The organization's leadership maintains appropriate and constructive relations with families, students, staff, the community, and with each other in the interest of serving the needs of the students.

### ***Indicators for SEOs that are part of a larger system/corporate structure:***

#### **Corporate Governance**

- 2.18 The SEO is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction in which the SEO is located.
- 2.19 No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.
- 2.20 The corporate governance works cooperatively to establish and maintain clearly formulated written policies and procedures that are consistent with the supplementary education organization's philosophy/mission. The policies and procedures are implemented and reviewed regularly.
- 2.21 The governance provides appropriate opportunities for education of the trustees/board, including orientation and training sessions so that all members understand their responsibilities and roles.
- 2.22 The governance appropriately recognizes the accomplishments of the staff and students.

- 2.23 The governance provides the supplementary education organization with effective leadership, support, and continuity, including succession planning to ensure stability of the SEO leadership.
- 2.24 The governance thinks and acts strategically, reflecting on its decisions and the consequences of its actions.
- 2.25 The governance implements a system for evaluating its own effectiveness in performing its duties.
- 2.26 The governance focuses its activities on selecting, evaluating, and supporting the head of the supplementary education organization, policy development, planning, assessing the organization's performance, and ensuring adequate resources to accomplish the organization's philosophy/mission.
- 2.27 Governance refrains from undermining the authority of the leadership to conduct the daily operation of the supplementary education organization.
- 2.28 The governance utilizes a clearly defined performance appraisal system for the head of the supplementary education organization. The appraisal is conducted with the knowledge and participation of the head of the organization.

### **Corporate Leadership**

- 2.29 Corporate leadership is accountable to the governance and is responsible for ensuring expected levels of performance by the supplementary education organization.
- 2.30 The corporate leadership ensures that all programs and activities of the supplementary education organization are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
- 2.31 The corporate leadership stays well informed of educational developments.
- 2.32 The corporate leadership adheres to appropriate guidelines concerning confidentiality in communications.

### **SEO Leadership**

- 2.33 The leadership at the supplementary education organization maintains appropriate and constructive relations with families, students, staff, SEO administrators, the community, and with each other in the interest of serving the needs of the students.
- 2.34 The leadership undertakes operational, long range, and strategic planning aimed at accomplishing the organization's mission and goals.
- 2.35 The head of the supplementary education organization is accountable to the governance and/or corporate leadership and is responsible for ensuring expected levels of student performance.
- 2.36 The leadership ensures that all programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
- 2.37 The leadership ensures that members of the professional and support staffs stay well informed of educational developments.

- 2.38 The leadership adheres to appropriate guidelines concerning confidentiality in communications.

***Indicator for SEOs that provide all or part of their educational program by a distance learning modality:***

- 2.39 The supplementary education organization's leadership includes personnel with expertise in distance learning methodologies.

***Indicators for proprietary SEOs:***

- 2.40 The organization has a governing body with written by-laws, including provisions for identifying and selecting new board members when vacancies occur, terms of office for members.
- 2.41 The governing body has regularly scheduled meetings.
- 2.42 The governing body includes members who represent constituencies being served by the organization.
- 2.43 The governing body includes public members. (Public members are persons who are not members of the owner's family, administrators, or faculty or staff members of the organization, and who in no way benefit financially from the organization.)

***Indicators for faith-based SEOs:***

- 2.42 The governance and leadership articulate and model the religious tenets of the school.
- 2.43 Maintaining the religious identity of the school is a priority of the administration.
- 2.44 Policies, procedures and decisions of the governing body and leadership are based in and informed by the religious values and identity of the school.
- 2.45 Leadership accepts the authority of the sponsoring religious institution.
- 2.46 Planning and decision-making by the governance and leadership engages the school community in setting direction and ensuring the future of the school as a faith-based institution.
- 2.47 Criteria for hiring the school's leadership include an assessment of the candidates' understanding and commitment to the religious beliefs and mission of the school.
- 2.48 Governance and leadership promote respect and collaboration among all members of the school's "faith" community.
- 2.49 Attention is given to building a respectful and collaborative "faith" community among the faculty and staff.

# ORGANIZATIONAL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

**The Standard:** The supplementary education organization uses a collaborative process to develop and implement a written strategic or long-range plan to improve its program and services. Plans are aligned with the organization's philosophy/mission and its operational plans, and are focused on continuous improvement of program performance, staff professional and organizational growth.

## *Indicators for all SEOs:*

- 3.1 The supplementary education organization's improvement plans are developed with broad-based participation and input by appropriate members of the organization's community of stakeholders.
- 3.2 Information about the organization's planning processes, its improvement plans and goals, and the results of implementing the improvement plans are communicated to stakeholders and the public.
- 3.3 Improvement plans are supported by the organization's community of stakeholders and approved by the governance where appropriate.
- 3.4 Periodic external reviews validate the organization's processes for strategic or long-range planning and SEO improvement.
- 3.5 The organization can document its long-range planning for finances, facilities, and technology enhancement.
- 3.6 Improvement plans are based on an analysis of historical data, baseline performance information, trend data, and projections.
- 3.7 The supplementary education organization's improvement plans are reviewed periodically to determine the extent to which outcomes meet expectations so that corrective actions can be taken as needed.
- 3.8 Planners consider the capacities of its facilities, equipment, and staff before adopting new programs.

## *Indicator for faith-based SEOs:*

- 3.9 The spiritual life of the community is a priority in all planning activities.

## FINANCES

### STANDARD FOR ACCREDITATION

**The Standard:** Financial resources are sufficient to provide the educational opportunities defined in the supplementary education organization's philosophy/mission. The business practices of the organization are ethical. These practices promote confidence in the organization's ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles.

#### *Indicators for all SEOs:*

- 4.1 The supplementary education organization implements written financial policies and procedures that are in accordance with accepted business practices.
- 4.2 The governance and leadership exercise prudent control over all financial operations.
- 4.3 Levels of income and expenditures are in appropriate balance. Current assets are sufficient to meet current liabilities.
- 4.4 Finances are currently stable and projections indicate continuing stability.
- 4.5 The organization develops short- and long-range financial plans to ensure resources are available to deliver its programs and services.
- 4.6 Stakeholders have opportunities to provide input into financial plans. The staff is involved in determining priorities for curriculum and instructional needs.
- 4.7 Prior to enrolling in the supplementary education organization's programs, schools whose programs the SEO supports, students and/or their families (as appropriate) are informed of all financial obligations.
- 4.8 Those entrusted with overseeing and conducting the financial and business operations of the organization possess appropriate qualifications.
- 4.9 Periodic audits or financial reviews are conducted by qualified external agencies and the organization responds appropriately.
- 4.10 The supplementary education organization has written, reasonable, and equitable tuition, collection, and refund policies.
- 4.11 The organization carries adequate insurance coverage including business interruption, casualty, property, and liability insurance for employees and the governance/owner, as appropriate.
- 4.12 The organization makes prudent use of resources available through development activities, grants, foundations, and other partnerships.

#### *Indicator for proprietary SEOs:*

- 4.13 Expenditures for agents hired to recruit and enroll students are included in the organization's budget.

***Indicators for faith-based SEOs:***

- 4.14 The governance provides financial resources necessary to support and enhance the religious nature of the SEO.
- 4.15 The governance makes judicious use of financial resources based on the religious values of the SEO.
- 4.16 Institutional advancement efforts are supported by the governance, leadership, staff, parents, and alumni.

## FACILITIES

### STANDARD FOR ACCREDITATION

**The Standard:** The supplementary education organization's facilities are safe, clean, and well maintained. The physical environment supports delivery of the program/services. Facilities are appropriate and adequate to implement the philosophy/mission of the supplementary education organization. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

#### *Indicators for all SEOs:*

- 5.1 The organization's facilities and equipment are appropriate for achieving its philosophy/mission and are healthy, safe, and well maintained.
- 5.2 The organization plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities and equipment.
- 5.3 The facilities offer a variety of spaces for providing quality programs and services for all segments of the supplementary organization's population and include appropriate accommodation for:
  - a. instruction
  - b. administration
  - c. conferences
  - d. student activities
  - e. student services
  - f. storage of property
  - g. storage for student belongings
- 5.4 Sufficient systems are in place to monitor and adjust air quality to appropriate levels.
- 5.5 Lighting is adequate and appropriate in student and staff areas.
- 5.6 Sufficient space is available for ingress, egress, and traffic flow within the facilities.

#### *Indicator for proprietary SEOs:*

- 5.7 The organization has formal contracts with other agencies providing all or part of the organization's facilities and equipment.

## CLIMATE AND ORGANIZATION STANDARD FOR ACCREDITATION

**The Standard:** The supplementary education organization's structure and culture facilitate achievement of its core values as expressed in the philosophy/mission. The organization's culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The organization regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

### *Indicators for SEOs that are not part of a larger system/corporate structure:*

- 6.1 The organization's design, structure, climate, and leadership support attainment of the stated philosophy/mission.
- 6.2 Designated, qualified leadership provides coordination, supervision, and direction for the educational program, student services, and student activities.
- 6.3 A logical and clear table of organization for the supplementary education organization includes written job descriptions that specify levels of responsibility and reporting relationships.
- 6.4 Administrative, instructional, and support staffs are qualified, competent, and sufficient in number to meet the needs of the total educational program, student services, and student activities.
- 6.5 Staff members, including administrators, are assigned to work based on their education, preparation, experience, expertise, and commitment to the SEO's success.
- 6.6 The organization implements written personnel policies and procedures for the operation of the organization and makes them available to all employees.
- 6.7 The organization implements written policies and procedures for determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all staff.
- 6.8 The organization implements written policies and procedures for evaluating staff performance. Performance appraisals are conducted with the knowledge of the staff member and reported in writing as well as verbally. Results are used to make professional development recommendations. Staff members have an opportunity to discuss and appeal their appraisals.
- 6.9 Staff members are provided opportunities to offer input into the content of their professional development programs.
- 6.10 The organization implements written policies and procedures for handling complaints/grievances by members of the staff.

- 6.11 The organization implements written policies and procedures for orienting and mentoring new staff members.
- 6.12 The organization implements written policies and procedures to ensure that service providers not employed by the SEO are appropriately oriented, supervised, and supported.
- 6.13 The working environment for the staff promotes collegiality, high expectations, trust, support, and recognition for accomplishments and contributions.
- 6.14 Professional satisfaction and good general morale characterize the organization's staff.
- 6.15 Staff members are committed to the organization, dedicated to their work, and take pride in the outcome of their efforts.
- 6.16 The leadership encourages staff members' affiliation with professional organizations.
- 6.17 The organization's families and community demonstrate commitment to, pride in, and support for the organization through participation, promotion of its mission, and financial support.
- 6.18 Members of the staff, students, and their families feel safe in the organization.
- 6.19 A clearly defined, written code of student conduct supports an environment that is conducive to learning and is understood by students, staff, and families. The code is enforced fairly and uniformly.

***Indicators for SEOs that are part of a larger system/corporate structure:***

- 6.20 A logical and clearly understood table of organization exists for the supplementary education organization with written job descriptions that specify levels of responsibility and reporting relationships.
- 6.21 The design, organization, and climate of the corporation support attainment of the supplementary education organization's philosophy/mission.
- 6.22 Administrative, instructional, and support staffs of the corporate office and the supplementary education organization are qualified, competent, and sufficient in number to meet the needs of the total program, services, and activities.
- 6.23 Corporate and supplementary education organization staff members possess the qualifications of education, preparation, experience, and commitment that contribute to the organization's success. Staff members are assigned to work by reason of their training and expertise.
- 6.24 The corporate leadership and staff of the supplementary education organization work cooperatively to create a climate that fosters the attainment of the supplementary education organization's philosophy/mission.
- 6.25 The corporation and supplementary education organization implement written personnel policies and procedures for the operation of the supplementary education organization and makes them available to all employees.
- 6.26 The corporation and supplementary education organization implement written policies and procedures for determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment.

- 6.27 Corporate leadership supports a comprehensive program of professional development for all members of the staff by allocating appropriate time and resources.
- 6.28 Corporate leadership encourages the supplementary education organization's staff members' affiliation with professional organizations.

***Indicators for SEOs with early age programs:***

- 6.29 Programs promote young children's positive self-identity, enhances their sense of emotional well being, supports developing social skills, and facilitates friendships.
- 6.30 Personnel policies, appraisal systems, and professional development programs explicitly focus on staff behaviors that are to be encouraged in the classroom such as teacher interactions with children, acknowledgement of age-appropriate affective development, and developmentally appropriate instructional practices.
- 6.31 The program seeks to achieve recommended ratios, group's sizes, and staff qualifications.

***Indicator for SEOs that provide all or part of their educational program by a distance learning modality:***

- 6.32 Appropriately qualified faculty members participate in distance-learning tasks including grading student work, communication with students, academic counseling, course revision, and development of instructional materials and strategies to meet individual learning needs.

***Indicators for faith-based SEOs:***

- 6.33 The SEO's environment portrays an identifiable integration of faith, life, and culture.
- 6.34 Programs of study, activities, athletics, codes of conduct, and discipline actions reflect the religious values expressed in the SEO's foundational documents.
- 6.35 Appropriate attention is given in all SEO programs and activities to values and traditions that demonstrate and reinforce the SEO's religious nature.
- 6.36 The faculty is provided with opportunities to advance its understanding of the religious beliefs and foundational documents of the SEO.
- 6.37 The school provides formal and informal opportunities for the spiritual development of the faculty and staff members.
- 6.38 Professional development opportunities regularly provide for the spiritual development of the faculty and staff as spiritual leaders in the SEO's community.
- 6.39 The religious studies program for students is well defined and consistent with the mission of the SEO and the sponsoring institution.
- 6.40 Prayer and/or expressions of faith are integral components of the SEO's curriculum and daily activities.
- 6.41 Students play an appropriate role in planning, organizing and conducting the SEO's faith-based experiences.

- 6.42 Criteria for hiring SEO personnel include an assessment of the candidates' understanding and commitment to the foundational beliefs and mission of the SEO.
- 6.43 The criteria for performance evaluations of the faculty and staff members include understanding and commitment to the mission and beliefs of the SEO.

***Indicators for all Pennsylvania public, independent, and faith-based SEOs:***

- 6.44 The SEO has and implements a written policy that requires all applicants for employment with the SEO, including employees of independent contractors but excluding employees who do not have direct contact with students, to undergo the following background checks prior to being hired or contracted:
- a. Pennsylvania State Police Request for Criminal Records Check;
  - b. PA Department of Public Welfare Child Abuse History Clearance; and
  - c. Federal Criminal History Record Information (CHRI) from a FBI fingerprint-based background check.<sup>2</sup>
- 6.45 The SEO has and implements a written policy that requires the SEO to review applicants' required background check reports prior to their being hired or contracted to determine the fitness of the individual to work in a position in which s/he will have contact with children.
- 6.46 The SEO has and implements a policy that requires the school to keep on file copies of the required background check reports for all staff hired or contracted on or after April 1, 2007.<sup>3</sup>

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<sup>2</sup> Act 114 of 2006 (state law) specifies that all applicants for employment with public and private schools including employees of independent contractors, but excluding employees who do not have direct contact with students undergo background checks noted in Indicator 6.11. In addition, Act 114 extended the background check requirements to include student teacher candidates prior to their field experience. Student teacher background check reports are to be submitted to their higher education administrator.

<sup>3</sup> Act 114 of 2006 and the PA Public School Code, Section 1-111 requires public and private schools to keep a copy of each background check report for each staff person hired on or after April 1, 2007 for the duration of time the individual is employed by that school. This also applies to school contractors.

## HEALTH AND SAFETY STANDARD FOR ACCREDITATION

**The Standard:** A safe, orderly, and healthy environment for teaching and learning is provided. The supplementary education organization's site adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

### *Indicators for all SEOs:*

- 7.1 The supplementary education organization has satisfactory written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the organization's facilities.
- 7.2 The organization provides adequate health care at functions that take place away from the organization's premises.
- 7.3 Appropriate training is provided for all staff members on how to implement emergency and crisis plans, handle accidents and illnesses, and prevent the spread of infectious diseases.
- 7.4 The organization appropriately manages the storage and administration of student medications.
- 7.5 The organization safely stores equipment and supplies.
- 7.6 A system exists to account for the whereabouts of students at all times.
- 7.7 The organization maintains comprehensive, current health records for all students and staff.
- 7.8 The organization conducts and maintains written records of regular emergency drills.
- 7.9 Designated members of the staff inform faculty and families (as appropriate to maintain confidentiality) about students' health or physical needs.
- 7.10 The organization ensures that the staff is kept up-to-date on relevant health, wellness, and safety information and practices, including procedures to deal with individual student needs.
- 7.11 Working relationships with local authorities and health service providers are positive and ongoing.
- 7.12 The organization has an effective system to control access to the site by visitors and other non-organization personnel.
- 7.13 Staff members model positive health and safety practices.
- 7.14 Safe drinking water is available throughout the day for the staff and students.

### *Indicator for SEOs with early age programs:*

- 7.15 Care of infants is consistent with current professional practice, especially with respect to sleeping, bottle-feeding, diapering, sanitation, nurturing, and daily interactions.

*Indicator for SEOs that provide all or part of their educational program by a distance learning modality:*

- 7.16 The online teaching and learning site is secure from unauthorized access and adequate measures are in place to protect student information and records.

## EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

**The Standard:** The supplementary education organization’s educational program consists of a carefully planned and well-executed curriculum that includes appropriate academic standards, solid pedagogy, and assessment, all based on research and best practices. The educational program is aligned with the organization’s mission, approved by the governance, sufficiently financed, and periodically reviewed by stakeholders. Effective policies and procedures are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained. Written curriculum guides are current, functional, available, and in use. They define scope and sequence of the supplementary educational program as well as program objectives and reflect sound approaches to teaching and learning.

### *Indicators for all SEOs:*

- 8.1 Written curriculum guides identify program objectives and define the scope and sequence of the educational program. The guides are functional, available, and in use.
- 8.2 Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the educational program.
- 8.3 An overview of the educational program, policies and procedures, and other pertinent information is available in written form to students, their parents (if appropriate), and the schools the SEO’s programs support.
- 8.4 The educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.
- 8.5 Course or program objectives are simply stated and understandable to students.
- 8.6 The educational program considers the ages, cultures, and varying levels of ability of students.
- 8.7 The instructional program is designed to meet students’ needs in accordance with the organization’s philosophy/mission.
- 8.8 The educational program and its expectations for learning are understood and supported by the organization’s stakeholders.
- 8.9 Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.

### *Indicators for SEOs with early age programs:*

- 8.10 Families have opportunities to give input into curriculum development.
- 8.11 The educational program reflects an integrated approach to children’s social, emotional, physical, cognitive, and language development.

- 8.12 Teachers treat the educational program as everything that happens during the day. This includes while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.
- 8.13 Both child-initiated and teacher-initiated activities are included in the daily plan.
- 8.14 Infants and young toddlers primarily receive individual attention and occasionally take part in small groups.
- 8.15 The educational program provides:
- a balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day.
  - daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.
  - early language development and literacy skills through such activities as conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.
  - opportunities for increasing independence in use of materials and equipment.
  - structured and unstructured opportunities for children's active involvement with people and materials.
  - spontaneous learning that builds on children's repertoires and curiosity.
  - learning areas designed for individual and group exploration and growth.
  - the integration of routine daily activities into learning.
- 8.16 The educational program provides experiences that prepare students for a successful transition to elementary SEO settings.

***Indicator for SEOs with elementary level programs:***

- 8.17 The educational program places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.

***Indicator for SEOs with middle level programs:***

- 8.18 The educational program provides activities and experiences that assist early adolescents in identifying their aptitudes and interests, self-directed decision-making, and building self-worth.

***Indicators for SEOs with secondary level programs:***

- 8.19 The educational program develops academic knowledge and skills as well as career competencies.
- 8.20 The educational program provides appropriate educational programs for students who are concluding formal study as well as those planning further education.

- 8.21 The educational program develops habits of the mind and attitudes required for success in further education and in the workplace.

***Indicators for SEOs that provide all or part of their educational program by a distance learning modality:***

- 8.22 Student interaction (synchronous and/or asynchronous) with faculty and other students is facilitated through a variety of means as an essential characteristic of the educational program.
- 8.23 Students and their families (if appropriate) are informed about any aspects of the educational program that are created or delivered by an organization other than the SEO.
- 8.24 Stated student performance outcomes for programs delivered through distance education are achievable through that methodology.
- 8.25 Instructional materials are developed by authors qualified in distance education techniques. Textbooks and other instructional materials are suitable for distance learning.
- 8.26 Appropriate study skills necessary for students to utilize a distance education model effectively and efficiently are included as part of the educational program and instructional process.
- 8.27 The approval process for distance learning curricula is the same as that for traditionally-delivered curricula delivered by the SEO.
- 8.28 The curricula are coherent and meet national online course design standards.
- 8.29 Those who design curricula and courses have appropriate distance learning qualifications and training or experience.
- 8.30 The organization has a process to determine the qualifications of those external to the organization contracted to design curricula and courses.
- 8.31 The curricula and courses are designed to meet nationally-recognized standards for online learning.
- 8.32 Instructional materials used in distance learning curricula are comparable to those used in non-distance learning curricula/courses.
- 8.33 A common platform is used for delivery of the components of the education program within each curriculum.
- 8.34 Curricula and course documents specify how curricula that include activities such as laboratories, hands-on learning components, and practicums will be provided.
- 8.35 Processes are in place to ensure adequate oversight of laboratories, hand-on learning components, and practicums by qualified personnel.
- 8.36 If the organization contracts with external personnel or agencies to provide laboratories, hands-on learning components, and/or practicums, there are provisions in the written agreement/contract addressing elements that are key to ensuring the experience will support learning outcomes.

- 8.37 In course syllabi, course descriptions and learning objectives are clearly stated, and assignments and other strategies are mapped or connected to the learning objectives.
- 8.38 Learning objectives for courses delivered by a distance learning modality and that are also delivered in a face-to-face mode, are comparable or equivalent.
- 8.39 Courses include deadlines and recommended schedules to assist students who have time management problems and to reduce the risk of attrition.
- 8.40 There is evidence that teachers add value to students' learning beyond what a student would read in a textbook.
- 8.41 Online teachers meet national online teaching standards.
- 8.42 There are policies that govern the student to teacher ratio to make interaction between students and faculty possible.
- 8.43 The curriculum design takes into consideration the target population(s).
- 8.44 Multiple methods of assessment are used. Assessments are tied to the learning outcomes.
- 8.45 Discussion boards show appropriate levels of student activity.
- 8.46 Student postings reflect substance and evidence of reflection and critical thinking.
- 8.47 Professional development focused on delivering the curricula by the distance modality is provided to the faculty.

***Indicators for proprietary SEOs:***

- 8.47 The components of the education program (courses, programs) are individually approved by the state. [If yes, the Evaluation Team should examine the program/course approval documents.]

***Indicators for faith-based SEOs:***

- 8.48 The religious nature of the school is appropriately reflected throughout the curriculum.
- 8.49 The school teaches the faith of the sponsoring institution in accordance with its official teachings and traditions.
- 8.50 Religious education of the students is a priority in scheduling, budgeting, and planning.
- 8.51 The religious education of the students is a concern of all faculty members.
- 8.52 The religious dimension of all areas of the curriculum is acknowledged.
- 8.53 The school provides religious formation programs for its faith-community members that are based on the faith-community's beliefs, values, and traditions.
- 8.54 The religious education program is developmentally appropriate in nature.
- 8.55 Religious social teachings are integrated throughout the school's educational program.
- 8.56 The curriculum for the health education program(s) is consistent with the teachings and values of the religious beliefs on which the school is founded.
- 8.57 Faith development and community service programs for students have clearly defined objectives reflecting the mission of the school.
- 8.58 Faith development and community service programs are seen as integral components of the school's educational programs.

8.59 Faith-based experiences that foster the religious formation of the students are provided regularly.

# ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

**The Standard:** The supplementary education organization systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the organization's community of stakeholders.

## *Indicators for all SEOs:*

- 9.1 The leadership and staff commit to, participate in, and share in accountability for student learning.
- 9.2 Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the organization's philosophy/mission.
- 9.3 Assessment results are analyzed with appropriate frequency and rigor for:
  - a. individual students as they move through the program
  - b. cohorts of students as they move through the program
  - c. comparable (local, state, and national) programs
- 9.4 Assessment results are used to make decisions regarding allocation of resources.
- 9.5 The assessment of student learning and performance enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.
- 9.6 Assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students.
- 9.7 Assessments take into account recent, reliable research findings on child development and growth.
- 9.8 Assessments reflect understanding of the unique needs and backgrounds of each student.
- 9.9 Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.
- 9.10 Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or health conditions.
- 9.11 Members of the staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress.
- 9.12 Families are viewed as an important source of information and insights about students.
- 9.13 The organization communicates its assessment policies and practices to the total SEO's community (e.g., via parent handbooks, web sites, teacher handbooks, policy manuals).

- 9.14 Communication with schools whose programs the SEO supports and families (as appropriate) regarding students' progress in learning and performance is regular, productive, and meaningful.
- 9.15 Students learn and perform at levels expected, or progress is being made to raise results accordingly.

***Indicator for SEOs with early age programs:***

- 9.16 Children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation.

***Indicator for SEOs that provide all or part of their educational program by a distance learning modality:***

- 9.17 The organization implements written policies and procedures to ensure that students fulfill program requirements personally and without inappropriate assistance.
- 9.18 The organization implements written policies and procedures to ensure the identity of the students when assessment of learning is conducted electronically or by means other than in a location in which the student is in the presence and under the direct supervision of a staff member.
- 9.19 Members of the staff who evaluate student assignments are qualified in the fields they are evaluating.
- 9.20 Data on lesson and course completion rates are used to evaluate and revise, as needed, instructional and educational services.

***Indicator for faith-based SEOs:***

- 9.21 Evaluation of the students' knowledge of the religious beliefs and values of the SEO is included in the SEO's assessment program.

# STUDENT SERVICES

## STANDARD FOR ACCREDITATION

**The Standard:** The supplementary education organization implements written policies and procedures that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

### *Indicators for all SEOs:*

#### **Student Support Services**

- 10.1 Student support services address academic skills development, social skills development, personal growth, and career planning.
- 10.2 The organization is sensitive to the critical importance of non-academic needs of students. A process is in place to address students' emotional and social needs.
- 10.3 Assessment data are used to adapt curriculum and teaching methods, provide personalized counseling, and identify appropriate program placement for students.
- 10.4 Career awareness activities are provided as appropriate.
- 10.5 Student support services extend into and incorporate community services as needed.
- 10.6 Student data are current, comprehensive, and readily available for use by the staff.
- 10.7 Follow-up studies of graduates and other former students are carried out and data are shared with staff to help determine the effectiveness of the SEO's educational program and services.
- 10.8 The organization offers an orientation program for new students and their families to share the organization's philosophy/mission, policies, procedures, and expectations.
- 10.9 Families are provided with information about child development, education, and related topics through personal communications, pamphlets, meetings, and referrals to web sites and other resources.

#### **Transportation Services**

- 10.10 Written policies and procedures are implemented to ensure the safety of students when being picked up, transported, and dropped off by transportation provided by the organization.
- 10.11 Appropriate training is provided to transportation providers.
- 10.12 Transportation services provided or contracted by the organization meet the safety requirements of all appropriate legal authorities.

#### **Food Services**

- 10.13 Student dining areas are functional and hygienic.

- 10.14 Meals provided by the organization meet generally accepted nutritional standards. Information about nutritional values of the foods is available.
- 10.15 Appropriate training is provided to food services providers.
- 10.16 Food services personnel meet the health requirements of all appropriate authorities.
- 10.17 Food service facilities are inspected regularly and meet the health and safety requirements of all appropriate authorities.

### **Services for Students With Special Needs**

- 10.18 The organization implements written policies and procedures to identify and address the needs of students with special needs.
- 10.19 The organization provides or refers families to appropriate related services and/or accommodations to meet student needs.
- 10.20 As applicable, the organization is in compliance with all local, state, and federal requirements related to students with special needs.

### **Admissions and Placement**

- 10.21 The organization implements written admissions policies and procedures.
- 10.22 The organization implements written policies and procedures for placement of students in appropriate programs and levels.
- 10.23 Applicants for enrollment and their families are clearly informed of the philosophy/mission of the organization, the nature and extent of the educational program and services available, tuition and fees (if applicable), policies, and expectations for satisfactory student performance.
- 10.24 The organization accepts students for whom there is a reasonable expectation of success in the educational program as appropriate and interpreted by law.
- 10.25 All statements and representations relating to the organization's educational programs, services, and resources are clear, accurate, and current.

### ***Indicators for SEOs that provide all or part of their educational program by a distance learning modality:***

- 10.26 Prior to admission, SEO administrators, prospective students and their parents/guardians are advised about the self-motivation and commitment needed for successful distance learning and the technical competence required to participate and learn in the educational program.
- 10.27 Admissions inquiries are handled in a prompt and thorough manner.
- 10.28 Adequate advisory services are available for students who are having difficulty with their studies as well as for those who are rapid learners.
- 10.29 Students are actively encouraged to start, continue, and finish the program in which they have enrolled.

- 10.30 The institution implements written policies and procedures to evaluate students' previous academic work and, if credit toward a diploma or certificate is awarded, to provide fair and consistent credit for their previous studies or work experience.
- 10.31 A full range of student and academic services is provided at times and in ways that are convenient for students. [Services might include: admissions and registration, enrollment advising, academic advising, financial aid, career counseling, library resources, textbook ordering, technical assistance, veterans and disability assistance, student loan assistance.]
- 10.32 There is an adequate and trained staff to provide services to distance education students.
- 10.33 Prospective distance education students are informed prior to enrollment about the skills and other considerations that are needed or must be developed to be successful in distance learning.
- 10.34 New students are provided a distance education orientation program or primer.
- 10.35 If the institution has a website, it includes a thorough description of how distance education courses will be offered, how students will get textbooks and other materials, the kinds of equipment needed, any requirements for on-campus work, and how the advisor can be contacted.
- 10.36 Students are provided with technical assistance by trained staff other than the faculty 24/7.
- 10.37 Data are maintained regarding response time for requests for technical assistance, problem resolutions, and student satisfaction.
- 10.38 Students are provided information and training on how to use online learning and reference resources.
- 10.39 DEI37: There is evidence that the institution uses—or is moving toward—a systematic approach whereby student, academic, and faculty services related to distance education are integrated into the various components of the institution.
- 10.40 If the institution intends to increase the number of distance education programs and students, this intent is explicitly stated in planning documents and by the institution's leaders.
- 10.41 The strategic plan includes growth targets with budgets to support the additional marketing, academic, and administrative costs.
- 10.42 There is a multi-year technology plan that addresses the institution's goals for distance education related to enrollment, academic and student services, course development, and faculty support.
- 10.43 There is a strategy for identifying, hiring, and training faculty needed for new and expanding distance education programs.
- 10.44 The proportion of students not completing or not persisting in distance education courses is not significantly different than students in similar face-to-face courses within the same SEO.

***Indicators for faith-based SEOs:***

- 10.45 The guidance/counseling services reflect the SEO's religious identity and mission.
- 10.46 Counseling and campus ministry personnel cooperate on programs addressing emerging student needs.
- 10.47 Guidance services support the development of the faith-based community of the school.
- 10.48 Admissions policies are consistent with the school's religious values and traditions.

# INFORMATION RESOURCES AND TECHNOLOGY

## STANDARD FOR ACCREDITATION

**The Standard:** Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the supplementary education organization's pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

### *Indicators for all SEOs:*

#### **Information Resources**

- 12.1 Information resources are properly catalogued, housed, and periodically reviewed for relevancy and currency.
- 12.2 Media center staff is sufficient and appropriately qualified to provide effective services to students and staff.
- 12.3 Adequate orientation about the use of media services, learning resources, and equipment is provided to the staff and students.
- 12.4 Information resources are appropriately supported annually with funding from the organization's budget.
- 12.5 Information resources are age- and developmentally appropriate, current, and reflect social and cultural diversity.
- 12.6 Staff and students are provided opportunities to offer input into the types, quality, and format of the information resources provided.

#### **Technology**

- 12.7 The technology resources staff is sufficient and appropriately qualified to provide effective service to students and staff.
- 12.8 Technology resources are appropriately maintained and supported annually with funding from the organization's budget.
- 12.9 Adequate skills training on the use of technology resources and equipment is provided to the staff and students.
- 12.10 The SEO implements written policies and procedures for acceptable use of technology.
- 12.11 Long-range planning activities are in place to ensure that the SEO keeps pace with technological changes.

***Indicators for SEOs with early age programs:***

- 12.12 Various forms of technology, including computers, cameras, and audio recording equipment, are provided for supervised, active use by children.
- 12.13 Passive media (e.g., television, videos) are limited to appropriate content and used only as an infrequent, specific support for topics addressed in the curriculum.

***Indicator for SEOs that provide all or part of their educational program by a distance learning modality:***

- 12.14 The technology system is adequate to deliver the educational program, available when needed, and reliable.
- 12.15 The SEO provides teachers, staff and students with reasonable technical support for the educational technology hardware, software, and delivery system required to implement the educational program.

# GLOSSARY

The following terms used in the Standards for Accreditation have specific meanings as defined here:

**Accreditation Standards** – Qualitative statements that reflect research-based best practices for Supplementary Education Organizations.

**Facilities** – An Supplementary Education Organization's building(s), grounds, offices, furnishings, equipment, and vehicles.

**Faith-Based Indicators** – Indicators of quality that apply to unique aspects of faith-based Supplementary Education Organizations. The use of the Faith-Based Indicators by faith-based institutions is voluntary and not required, unless their use is directed by the head of a parent system. The Faith-Based Indicators allow faith-based institutions, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for institutions whose mission and educational program are defined wholly or in part by their particular faith.

**Families** – Parents, guardians, caregivers, or others in a custodial relationship with a learner.

**Governance** – The group or individuals charged with overseeing the direction of the Supplementary Education Organization; may be a governing body, board of trustees, board of education, advisory committee, or some other configuration.

**Information Resources** – Electronic, print, and other media, as well as interactive learning materials available through a library, in the classroom, or in the wider community that complement course materials and textbooks and enhance the educational program.

**Leadership** – The head of the Supplementary Education Organization and any system/corporation of which it is a component, members of the administrative staff of the Supplementary Education Organization and the system, and all others in administrative positions.

**Long-Range Plan** – A plan that assumes that the future is fixed and already known; a plan not based on a vision of what the future might or could be but, instead, focused on improving existing systems. The locus of control in long range planning is often external to the organization.

**Mission** – The unifying theme or vision that illuminates the reason for the Supplementary Education Organization's existence, the audience that it serves, and its distinctive character.

**Philosophy** – The expression of beliefs about the nature of the learner and the processes and relationships that should exist within the Supplementary Education Organization to positively affect learning.

**Quality** – A level of excellence expected by the Supplementary Education Organization's stakeholders and respected by the larger community.

**Related Services** – Services that respond to the needs of identified students with special education needs such as speech-language, occupational therapy, physical therapy, and other specialized services.

**Supplementary Education Organization** – A supplementary education organization is defined by the following characteristics:

- is non-degree, non-diploma granting
- offers programs generally outside of the normal school day and often outside of the school building
- offers programs that are educational (as opposed to recreational or avocational) in nature and that include significant features of curriculum, instruction, and assessment practices found in comprehensive school settings
- is designed to meet narrowly focused curricular purposes
- often offers diagnostic, remedial, enrichment, or alternative instruction
- enrolls students generally on a part-time basis

**Stakeholders** – Individuals or groups that have a stake in the future of the Supplementary Education Organization; may be the SEO's leaders, teachers, members of the staff, students, families, governing bodies, community members, alumni, business partners, and others.

**Strategic Plan** – A plan based on the principle that the locus of control is inside the organization, because planning is based on the organization's vision of a preferred future; plan that assumes that, as a human organization, the institution has the ability to exercise control over external factors and can create the future; plan that creates a desired reality and outlines the actions to be taken to obtain that reality.