STANDARDS WORKBOOK and INTERVIEW GUIDE

For the Collection and Recording of Evidence

INTRODUCTION

In order to conduct a comprehensive review of the school’s adherence to each of the Middle States Standards for Accreditation, the Visiting Team will review, analyze, and synthesize information from widely varied sources during its visit. These sources include direct observation, extensive interviews with stakeholders, review of the self-study document, and review of evidence and documentation provided by the school.

The school will make a variety of documents available for the Team’s review during the visit; specific types of evidence available will vary from school to school, depending on the unique context and students served. The following tables provide an overview of documentation and evidence that the Team will review to determine the school’s adherence to each Standard for Accreditation. Members of the Visiting Team will use this workbook to record the evidence seen and heard. This record of evidence is extremely important as the evidence will serve as the basis for the Team’s decision whether the school meets the Standards for Accreditation. As a result of evidence seen and heard, the Team may offer recommendations for the school to consider or require further action through monitoring issues or stipulations to improve the school's organizational capacity. A school must meet all 12 Standards to be accredited/re-accredited. If a Standard(s) is not met, the accreditation recommendation to the school will either be Probation (for previously accredited schools) or a postponement of the decision (for candidate schools). If the Team determines that a Standard may not be met, the Team Chair should contact the MSA office for consultation.

The following interview questions are suggestions to use as a basis to frame your own interview questions. They are general in nature and hope to encourage conversation while keeping in mind the Middle States Standards that apply. There is no expectation that you use the exact wording or that you ask every question. We hope you find them helpful.

The Workbook also includes sample interview questions related to each Standard. As you have seen in the protocol, in order for a school to be accredited they must meet all 12 Standards and meet the requirements of the self-study protocol being used. In addition to the interview questions related to the Standards you have also been provided with interview questions related to the other requirements of the Middle States protocols: the Planning Process and the Plan for Growth and Improvement.

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**POSSIBLE INTERVIEW QUESTIONS FOR**

**THE PLANNING TEAM**

* How were members of the Planning Team selected?
* Who else, besides the Planning Team, contributed to developing the Plan for Growth and Improvement?
* How does the Plan for Growth and Improvement fit into the school’s other strategic planning activities?
* What was the organizational structure of the Planning Team?
* How did it function?
* How did it make its decisions?
* How often did it meet?
* How did it deal with differences of opinion?
* Do the members of the Planning Team understand their purpose and role in the planning process?
* What is your assessment of the results of the surveys on the Middle States standards?
* What does the Planning Team see as a relationship between the school’s Mission, Beliefs, and Profile of a Graduate?
* What impact have the Foundation Documents had on the Plan for Growth and Improvement?
* How did the Planning Team communicate to the Board, faculty, students, parents, and community about its work?
* Did the planning process provide an open forum for the free flow of ideas?
* Are there any parts of the plan with which individual members disagree?
* What benefits to the school do members see resulting from the process?
* What effect did the work of the Planning Team have on the faculty?
* What role will the Planning Team play in the annual review of the plan?
* How will membership on the Planning Team be rotated?
* How will new ideas and activities be integrated into the action plans?
* How will new members of the Planning Team, Board, staff, and students be oriented to the school’s plan and planning processes?
* How is the Planning Team related to other groups such as the Action/Implementation Teams?
* How will the Planning Team lead the community in celebrating the school’s success?
* What suggestions do members have for adjusting or improving the planning process?
* Are the Action Plans sufficient in detail to ensure the attainment of the Objectives?

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**POSSIBLE INTERVIEW QUESTIONS**

**FOR HEAD OF SCHOOL**

* What are your priorities as an administrator?
* What benefits to the school do you see resulting from the accreditation process?
* What role do you play in the planning process? What role will you play in the future?
* Is your role clearly defined and understood by those involved in the planning process?
* What do you see as a relationship between the school’s Mission, Beliefs, and Profile of a Graduate?
* What impact have the Foundation Documents had on the Plan for Growth and Improvement?
* How did you involve the governing body in the planning process?
* What aspect of the plan for growth and improvement holds the greatest interest for you?
* Which aspect of the process or plan do you believe will have the greatest impact on the school?
* Which aspect of the planning process or plan will be the most difficult to implement?
* What are the greatest strengths of the planning process? How could the process be improved?
* What is your vision of where the school should be at the end of the accreditation term? Will the action plans serve to reach that vision?
* How were the Internal Coordinators selected?
* What is your assessment of the results of the surveys on the Middle States standards?
* What is your assessment of the results of the survey on the Governance and Leadership Standard?
* What is your assessment of the results of the survey on the School Staff & Organization Standard?

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**POSSIBLE INTERVIEW QUESTIONS FOR**

**GOVERNING BODY**

* What role does the governing body play in the planning process? What role will it play in the future?
* Was the governing body represented on the Planning Team, Action Plan Teams, and/or Implementation Teams?
* What is the governing body’s level of support for the planning process and Plan for Growth and Improvement?
* What benefits to the school do members see resulting from the process?
* What aspects of the planning process and Plan for Growth and Improvement were given formal approval by the governing body?
* What aspect of the planning process and Plan for Growth and Improvement holds the greatest interest for you?
* Which aspect of the process or Plan for Growth and Improvement do you believe will have the greatest impact on the school?
* Which aspect of the planning process or Plan for Growth and Improvement will be the most difficult to implement?
* What are the greatest strengths of the planning process? How could the process be improved?
* What is the governing body’s vision of where the school should be by the end of the accreditation term? Will the action plans serve to reach that vision?
* What is the governing body’s assessment of the results of the surveys on the Middle States standards?
* What does the governing body see as a relationship between the school’s Mission, Beliefs, and Profile of a Graduate?
* What impact have the Foundation Documents had on the Plan for Growth and Improvement?
* How can the Visiting Team assist the school in implementing the Plan for Growth and Improvement?

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**POSSIBLE INTERVIEW QUESTIONS IN REGARD TO**

**FINANCE**

* Is there an overriding philosophy for budgeting for the school? (Site-Based, Zero-Based, Return on Investment)
* Does the school use standard accounting practices? (General Accounting Principles)
* Does the staff have input into the development of the budget?
* How would you characterize the financial health of the school/district?
* To what extent do the school and community financially support the school’s activities?
* What involvement did the financial officer(s) have in the development of the school’s site plan?
* Who was involved in the evaluation of the Finance Standard?
* What type of external and/or internal financial reviews are conducted?
* To what extent is the staff aware of the school/district plan?
* Are there specific areas of concern or areas deserving recognition in regards to finance?

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**POSSIBLE INTERVIEW QUESTIONS FOR**

**THE INTERNAL COORDINATOR(S)**

* How were you selected to be the Internal Coordinator(s)?
* What role did you play in the planning process and in developing the school’s Plan for Growth and Improvement? What will your role be in the future?
* How were you trained for your role?
* Were you given sufficient time to perform this role?
* Were you given the necessary resources to perform this role?
* How does your work relate to other planning or school improvement activities?
* How did you conduct your work?
* What is your view of the role the governing body, administration, faculty, and community members played in the planning process?
* What is your view of the support and commitment the governing body, administration, faculty, and community members have shown and will continue to give to the planning process and overall Plan for Growth and Improvement?
* Is the school’s Plan for Growth and Improvement achievable?
* Which aspect of the planning process or the Plan for Growth and Improvement will be the most difficult to implement?
* What are the greatest strengths of the planning process? How could the process be improved?
* What is your vision of where the school should be at the end of the accreditation term? Will the action plans serve to reach that vision?
* How can the Visiting Team assist the school in implementing the Plan for Growth and Improvement?
* Are the Action Plans sufficient in detail to ensure the attainment of the Objectives?

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#### POSSIBLE INTERVIEW QUESTIONS FOR

**PARENTS**

* How satisfied are you with your child’s school? If you selected this school, why did you do so?
* How would you describe the atmosphere of the school?
* What are your children’s attitudes about school?
* How do you feel about the way the school communicates?
* Do you feel comfortable coming into the school? Speaking with the administration?
* What are the greatest strengths of the school? Areas in need of improvement?
* If you could change anything, what would it be?
* What do you know about the school’s accreditation process?
* What do you know about the school’s Plan for Growth and Improvement? (chosen Objectives)
* Do you think the Objectives (name the general areas) are the most important priorities for the school to be working on?
* How did parents participate in the development of the Plan for Growth and Improvement?
* How can the Visiting Team assist the school in implementing the Plan for Growth and Improvement?

This page has been left intentionally blank**POSSIBLE INTERVIEW QUESTIONS FOR**

**STUDENTS**

* What are the best things about school?
* What are some of the things you like least about the school?
* What would you like to change about your school?
* Is there anything that you think the school needs that it doesn’t have?
* How difficult is it to succeed at this school?
* Have you ever attended another school? How does it compare to the others?
* What do you know about the school’s Plan for Growth and Improvement?
* Were you aware that the accreditation process was occurring?
* How did students participate in the development of the Plan for Growth and Improvement?
* Did any of you participate in the accreditation process?
* Do you think the Objectives (name the general areas) are the most important priorities for the school to be working on?

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**POSSIBLE INTERVIEW QUESTIONS FOR**

**THE FACULTY/STAFF**

* Do policies and regulations exist which provide direction for the operation of the school and clear lines of authority?
* How is staff evaluated?
* Do you feel that communication within the school is open and transparent?
* Is there an effective policy and procedure for dealing with grievances?
* How are new teachers selected and hired? What are the priorities for selecting new staff?
* Do you have an orientation for new staff?
* Do you have a faculty handbook? How often is it updated?
* Do you have access to school-sponsored staff development?
* Is your area adequately supported financially? Do you have input into your budget?
* Do you have sufficient and appropriate curricular frameworks and resources?
* Is there a positive climate for teaching and learning?
* What do you see as the role of staff in improving student performance?
* What involvement did the staff have in the development of the school’s Plan for Growth and Improvement?
* Who was involved in the evaluation of the standards related to school staff and administration?
* To what extent is the staff aware of the school’s Plan for Growth and Improvement?
* What are the greatest strengths of the school? Areas in need of improvement?
* Do you think the Objectives (name the general areas) are the most important priorities for the school to be working on?
* How did teachers participate in the development of the Plan for Growth and Improvement?
* How can the Visiting Team assist the school in implementing the Plan for Growth and Improvement?

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**SPECIFIC STAFF**

**CURRICULUM COORDINATORS – See Educational Program Standard**

**MEDIA SPECIALISTS – See Information Resources Standard**

**HEALTH SERVICES – See Health and Safety and Student Services Standards**

**ACTIVITY ADVISORS – See Student Life Standard**

**GUIDANCE COUNSELORS – See Student Services Standard**

**FACILITIES MANAGEMENT – See Facilities and Health and Safety Standards**

**SECURITY, CAFETERIA, AND TRANSPORTATION STAFF – See Student Services Standard**

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REQUIREMENTS OF THE SELF-STUDY PROTOCOL:

INTERVIEW QUESTIONS

In addition to the Standards, a school must meet several additional requirements of the self-study protocol to be accredited/re-accredited. Below are sample interview questions regarding the Middle States requirements related to the Planning Process and the development and implementation of the Plan for Growth and Improvement.

THE PLANNING PROCESS

**Types of questions that may be asked during interviews with stakeholder groups (including parents, faculty, students, and school leadership and governance):**

* Describe the process that your school used to conduct self-study. How were you involved?
* Did you use the MSA surveys to assess your school’s adherence to the Standards?
* How did you involve and inform all stakeholders of their opportunity to have input into the self-study process including the revision/reaffirmation of the mission of the school?
* Do you feel the process was inclusive?
* Describe the makeup of the Planning Team and how and when they met. Describe the roles of the Internal Coordinators and Planning Team members.
* What role did leadership and governance play on the Planning Team?

THE PLAN FOR GROWTH AND IMPROVEMENT

**Types of questions that may be asked during interviews with stakeholder groups:**

* Describe the process used to develop your Objectives and Action Plans.
* Are the chosen objectives achievable for your school?
* What activities and communications were used to involve and inform the greater school community about the Plan?
* How will the Plan be monitored over the next 7 years? Who will be involved? How will Periodic Reviews be completed?
* If the school is using Implementation Teams (Action Teams) for the objectives, how were the Teams selected and what role do they play in the accomplishment of the objectives?
* Are the Action Plans sufficient in detail to ensure the attainment of the Objectives?

MIDDLE STATES STANDARDS FOR ACCREDITATION

THE MISSION STANDARD FOR ACCREDITATION

The school has a mission that conveys clearly and concisely the school’s vision of a preferred future for the school community and its expectations for student learning. The mission is consistent with the community’s ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed and periodically reviewed using a process that considers input by stakeholders of the school and is aligned with the needs of the community the school serves.

**Types of questions that may be asked during interviews with stakeholder groups:**

* Describe the process that you used to develop your mission statement and belief statements?
* How did you involve and inform all stakeholders of their opportunity to have input into the mission and beliefs?
* In what ways do you promote broad-based understanding of your mission statement within the school community?
* In what ways does the mission statement particularly address the needs of your community and student population?

***It may be helpful to use the blank space below to write down your general observations. Then, you can sort your comment into the indicator you feel is the most appropriate.***

INDICATORS OF QUALITY FOR ALL SCHOOLS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The school’s statement of mission:** | | | | |
| 1.1 | Clearly aligned with the school’s beliefs and profile of the graduate. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 1.2 | Communicated widely, understood and supported by the students, their families, and (if appropriate) the school’s community of stakeholders. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 1.3 | Developed using a process that considered input by appropriate stakeholders of the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 1.4 | Reviewed periodically to determine its effectiveness in communicating the school’s purposes and vision. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR FAITH-BASED SCHOOLS[[1]](#footnote-1)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| **The school’s religious identity is:** | | | | |
| 1.5 | Integrated into its school-wide goals and objectives. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 1.6 | Visible in symbols and artifacts throughout the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

The school is chartered, licensed, and/or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates. There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the school.

The school’s governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the school’s mission. The governing body and leadership maintain timely and open communication with the school’s community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school’s educational program.

**Types of questions that may be asked during interviews with stakeholder groups:**

* How is the head of the school/administrator evaluated and appraised?
* What long-range strategic planning efforts are underway in the district?
* How does the central administration support the authority of the head of the school/principal?
* What supervision plans are in place for student activities and school programs?
* What types of regular communication are maintained between the school and community?

***It may be helpful to use the blank space below to write down your general observations. Then, you can sort your comment into the indicator you feel is the most appropriate.***

INDICATORS OF QUALITY FOR ALL SCHOOLS NOT PART OF A LARGER SYSTEM OF SCHOOLS, DIOCESE, OR ARCHDIOCESE

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The school’s governing body ensures that the school:** | | | | |
| 2.1 | Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.2 | Has no legal or proprietary ambiguities in ownership, control, or responsibility. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.3 | Expresses partnerships and any corporate linkages in ownership/governance as enforceable agreements. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.4 | Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school’s leadership. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.5 | Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.6 | Is provided with the sufficient qualified personnel to deliver its programs, services, and activities. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The school’s governing body ensures that it:** | | | | |
| 2.7 | Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school’s performance, and ensuring the availability of adequate resources to accomplish the school’s mission. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.8 | Uses a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.9 | Thinks and acts strategically, reflecting on its decisions and the consequences of its actions. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.10 | Refrains from undermining the authority of the school’s leadership to conduct the daily operation of the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.11 | Works cooperatively with the school’s leadership to establish and maintain clear, written policies and procedures that are consistent with the school’s mission, are implemented at all times, and reviewed regularly. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.12 | Has and implements written policies and/or procedural guidelines that define for the governing body:   * Its proper roles and responsibilities; * Qualifications for its members; * Its composition, organization, and operation; * Terms of office for its members; and * Provisions for identifying and selecting new board members when vacancies occur. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.13 | Implements a process for reviewing/revising its policies regularly. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.14 | Evaluates systematically and regularly its own effectiveness in performing its duties. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.15 | Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.16 | Conducts a regular schedule of meetings that is communicated to the school’s community of stakeholders. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.17 | Includes members that represent constituencies served by the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.18 | Maintains appropriate and constructive relations with the school’s leadership, staff, students, families, the community, and with each other in the interest of serving the needs of the students. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.19 | Recognizes the accomplishments of staff members and students. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.20 | Adheres to appropriate guidelines concerning confidentiality in communications. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The school’s leadership:** | | | | |
| 2.21 | Is accountable to the governing body and is responsible for ensuring the school’s students achieve the expected levels of achievement. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.22 | Maintains a relationship with the school’s governing body characterized by mutual trust and cooperation. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.23 | Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.24 | Provides a program of professional development based on the needs of the school and staff identified in the school’s growth and improvement process. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.25 | Ensures that professional and support staff members stay well informed about educational developments. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.26 | Undertakes operational, long range, and strategic planning aimed at accomplishing the school’s mission and goals. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.27 | Stays well informed of and implements proven practices identified in educational research and literature. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.28 | Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.29 | Adheres to appropriate guidelines concerning confidentiality in communications. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR FAITH-BASED SCHOOLS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The school’s governing body and leadership:** | | | | |
| 2.30 | Articulate and model the religious tenets of the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.31 | Maintain the religious identity of the school as a priority. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.32 | Use the school’s religious values and identity to inform its policies, procedures and decisions. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.33 | Accept the authority of the sponsoring religious institution. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.34 | Engage the school’s community of stakeholders in setting direction and planning for the future of the school as a faith-based institution. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.35 | Include an assessment of candidates’ understanding of and commitment to the religious beliefs and mission of the school when hiring the school’s leadership and members of the staff. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.36 | Promote respect and collaboration among all members of the school's "faith" community. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 2.37 | Give appropriate attention to building a respectful and collaborative “faith” community among the faculty and staff. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| **The school’s leadership:** | | | | |
| 2.38 | Includes personnel with the appropriate qualifications, experience, and competencies to lead an institution that uses a distance modality(ies) to deliver all or part of its educational program and/or services. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR PROPRIETARY SCHOOLS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| **The proprietor/leader:** | | | | |
| 2.39 | Possesses knowledge and experience in fields of study offered by the school or ensures that others within the institution’s leadership possess that knowledge and experience. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

The school plans strategically and continuously to grow and improve its students’ performance and the school’s capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school’s strategic plan is aligned with and supports achievement of its mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals. The school improvement planning is monitored, periodically assessed and revised as needed.

**Types of questions that may be asked during interviews with stakeholder groups:**

* When was the last school/district strategic plan developed and/or reviewed?
* How does the institution provide opportunities for varied stakeholder involvement in the planning process?
* How are various types of data used to guide long range and strategic planning?

***It may be helpful to use the blank space below to write down your general observations. Then, you can sort your comment into the indicator you feel is the most appropriate.***

INDICATORS OF QUALITY FOR ALL SCHOOLS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| The governing body and leadership ensure that the school: | | | | |
| 3.1 | Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the school’s community of stakeholders. |  |  | Exceeds  Meets  Partially Meets  Does Not Meet |
| 3.2 | Bases its strategic plan on longitudinal data regarding the achievement and performance of the school’s students and the school’s capacity to produce the levels of student achievement and performance expected by its community of stakeholders. |  |  | Exceeds  Meets  Partially Meets  Does Not Meet |
| 3.3 | Communicates regularly to its community of stakeholders information about the school’s planning process, strategic plan, and the results being achieved by implementing the plan. |  |  | Exceeds  Meets  Partially Meets  Does Not Meet |
| 3.4 | Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement. |  |  | Exceeds  Meets  Partially Meets  Does Not Meet |
| 3.5 | Takes into consideration the school’s capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans. |  |  | Exceeds  Meets  Partially Meets  Does Not Meet |
| 3.6 | Guarantees that its action plans address all areas of the school’s programs, services, operations, and resources that are relevant to the school’s mission and the strategic plan’s goals. |  |  | Exceeds  Meets  Partially Meets  Does Not Meet |
| 3.7 | Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results. |  |  | Exceeds  Meets  Partially Meets  Does Not Meet |

INDICATOR OF QUALITY FOR FAITH-BASED SCHOOLS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| The governing body and leadership ensure that the school: | | | | |
| 3.8 | Maintains as a priority in all planning activities the spiritual life of the school and its community. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

FINANCES STANDARD FOR ACCREDITATION

The school has financial resources that are sufficient to provide its students with the educational program defined in the school’s mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the school’s ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

**Types of questions that may be asked during interviews with stakeholder groups:**

* When was the most recent external audit conducted? What were the general findings?
* How does the budget planning process support instructional priorities?
* What is the source of operational funds for the institution?
* What is the annual per-pupil expenditure?
* What is the projection for the long-term financial stability of the institution?

***It may be helpful to use the blank space below to write down your general observations. Then, you can sort your comment into the indicator you feel is the most appropriate.***

INDICATORS OF QUALITY FOR ALL SCHOOLS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school:** | | | | |
| 4.1 | Is free of any contingent financial liabilities or ongoing litigations that could affect the school’s ability to continue operation. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.2 | Maintains levels of income and expenditures that are in appropriate balance. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.3 | Has and implements written policies and procedures that require the governing body and leadership to exercise prudent control over the school’s finances and all financial operations. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.4 | Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.5 | Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.6 | Submits official financial records of the school such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.7 | Responds appropriately to the results and recommendations of financial audits or reviews. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.8 | Gives stakeholders appropriate opportunities to provide input into financial planning. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.9 | Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.10 | Informs families enrolling students in the school about any financial obligations for attending the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.11 | Sets tuitions and fees, if applicable, that are related to the content of the school’s educational program, the length of study, and equipment and supplies required for learning. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.12 | Has and implements written, reasonable, and equitable tuition, collection, and refund policies. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.13 | Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner). |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.14 | Makes prudent use of resources available through development activities, grants, foundations, and other partnerships. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.15 | Conducts advancement efforts that are supported by the school’s leadership, staff, parents, and alumni. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR FAITH-BASED SCHOOLS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| **The school’s governing body and leadership ensure that the school:** | | | | |
| 4.16 | Has the financial resources necessary to support and enhance the religious nature of the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 4.17 | Considers the religious values of the school when making decisions regarding the use of its financial resources. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

FACILITIES STANDARD FOR ACCREDITATION

The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school’s mission. The facilities provide a physical environment that supports delivery of the school’s educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

**Types of questions that may be asked during interviews with stakeholder groups:**

* What renovations and additions have been made to the facility since it opened?
* What types of emergency drills are conducted routinely? How often?
* What is the schedule and rotation for daily cleaning and maintenance of the facility?
* How are maintenance requests processed?

***It may be helpful to use the blank space below to write down your general observations. Then, you can sort your comment into the indicator you feel is the most appropriate.***

INDICATORS OF QUALITY FOR ALL SCHOOLS

| **MSA Indicator** | | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school:** | | | | | |
| 5.1 | Provides sufficient and appropriate facilities for all aspects of the school’s educational programs, activities, and services including: | |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
|  | 5.1.a. | Instructional areas/classrooms |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.1.b. | Administrative offices |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.1.c. | Conference rooms |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.1.d. | Residential Boarding (students and faculty) |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.1.e. | Health Services |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.1.f. | Student activities |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.1.g. | Student services |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.1.h | Safe and secure storage of school property, equipment, official records, and materials (e.g., cleaning supplies and chemicals). |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.1.i | Safe and secure storage of student belongings |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.2 | Provides an effective and aesthetically pleasing learning environment which supports the educational goals and effective teaching. | |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.3 | Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities. | |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.4 | Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials. | |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.5 | Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials. | |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.6 | Considers the capacities of its facilities and equipment before adopting new programs and in its strategic planning. | |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.7 | Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities. | |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.8 | Has adequate and appropriate lighting throughout its facilities. | |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.9 | Has sufficient space for entering, exiting, and traffic flow within its facilities. | |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.10 | Makes safe drinking water available for the students, the staff, and visitors to the school. | |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.11 | Is in compliance with the requirements of all appropriate civil authorities in which the school is located for fire safety and occupancy. | |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD EDUCATION PROGRAMS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the learning environment:** | | | | |
| 5.12 | Includes interest centers that have materials in an orderly and accessible arrangement. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.13 | Has sufficient space for the number of children involved in the early childhood learning activities. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 5.14 | Includes appropriately sized furniture designed to assure accessibility to children. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

The school’s organization facilitates achievement of its purposes and core values as expressed in its mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school’s mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school’s leaders, staff and community stakeholders demonstrate collegial and collaborative relationships.

**Types of questions that may be asked during interviews with stakeholder groups:**

* Do you have concerns about the number or qualifications of your administrative, instructional, or support staff?
* What strategies are in place to enhance the climate for teaching and learning?
* What kinds of staff development programs are available for school personnel? How are these programs developed?
* How are staff members evaluated? What criteria for evaluation are in place?

***It may be helpful to use the blank space below to write down your general observations. Then, you can sort your comment into the indicator you feel is the most appropriate.***

INDICATORS OF QUALITY FOR ALL SCHOOLS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school’s organization promotes:** | | | | |
| 6.1 | A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.2 | Commitment to the school, dedication to their work, and pride in the outcome of their efforts. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.3 | Professional satisfaction and good general morale. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The governing body and leadership ensure that the school’s organization:** | | | | |
| 6.4 | Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.5 | Defines clearly in writing roles, responsibilities, expectations, and reporting relationships of its staff that support a high quality educational program and experiences for the school’s students. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The governing body and leadership ensure that the school has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:** | | | | |
| 6.6 | The day-to-day operation of the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.7 | Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.8 | Evaluating staff members’ performance. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.9 | Handling complaints/ grievances by members of the staff. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.10 | Orienting and mentoring of new staff members. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.11 | Appropriate orientation and supervision for service providers not employed by the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.12 | Due diligence conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.13 | Due diligence conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.14 | Due diligence conducted to ensure that volunteers are eligible and continue to be eligible to work with children. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The governing body and leadership ensure that the school’s staff:** | | | | |
| 6.15 | Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the school’s educational program, services, and activities. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.16 | Has a scheduled program of regular systematic professional training (for staff, contractors, and volunteers) on student safeguarding, child abuse prevention, identification, intervention, and reporting. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.17 | Is assigned to work based on the members’ education, preparation, experience, expertise, and commitment to the school’s success. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.18 | Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.19 | Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.20 | Is provided with an opportunity to discuss performance evaluations with the evaluator(s) and the ability to appeal evaluations to a designated level of leadership above the evaluator(s). |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.21 | Is provided opportunities to offer input into the content of professional development experiences. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.22 | Is encouraged by the leadership to affiliate with professional organizations. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.23 | Feels safe in the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.24 | Enforces the student code of conduct fairly and uniformly. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.25 | Demonstrates a commitment to, pride in, and support for the school by participating in its activities, and promoting its mission. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the early childhood program:** | | | | |
| 6.26 | Has and implements personnel policies that include an appraisal system and professional development programs that focus explicitly on staff behaviors that are to be encouraged in the classroom such as teacher interactions with children, acknowledgement of age-appropriate development, and developmentally appropriate instructional practices. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.27 | Seeks to achieve applicable teacher and/or staff-to-children ratios. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATOR OF QUALITY FOR SCHOOLS THAT PROVIDE ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| **The governing body and leadership ensure that:** | | | | |
| 6.28 | Members of the faculty who deliver the educational program and associated tasks via a distance modality are appropriately qualified and experienced. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The governing body and leadership ensure that the program:** | | | | |
| 6.29 | Includes developing age-appropriate relationships between students and between students and their teachers. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR FAITH-BASED SCHOOLS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure the school:** | | | | |
| 6.30 | Portrays an identifiable integration of faith, life, and culture. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The governing body and leadership ensure that:** | | | | |
| 6.31 | The school’s programs of study, activities, athletics, codes of conduct, and discipline actions reflect the religious values expressed in the school’s foundational documents. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.32 | Appropriate attention is given in all school programs and activities to values and traditions that demonstrate and reinforce the school’s religious nature. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.33 | Members of the faculty are provided with opportunities to advance their understanding of the religious beliefs and foundation documents of the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.34 | Formal and informal opportunities are provided for the spiritual development of the faculty and staff members. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.35 | Regular professional development opportunities are provided for the spiritual development of the faculty and staff as spiritual leaders in the school community. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.36 | The religious studies program for students is consistent with the mission of the school and the sponsoring institution. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 6.37 | Opportunities for prayer and/or expressions of faith are integrated into the school’s curricula and daily activities. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR ALL PENNSYLVANIA PUBLIC SCHOOLS, PRIVATE SCHOOLS AND THEIR CONTRACTORS’ EMPLOYEES WHO WORK IN DIRECT CONTACT WITH CHILDREN, AND STUDENT TEACHER CANDIDATES.

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school has and implements written policies and procedures that:** | | | | |
| PA 6.38 | In accordance with [Act 24 of 2011](http://www.portal.state.pa.us/portal/server.pt/community/background_checks_(act_114)/7493) and [Section 111 of the Pennsylvania School Code](http://www.legis.state.pa.us/WU01/LI/LI/US/HTM/1949/0/0014.001.011.000..HTM), require all applicants for employment with the institution, including employees of independent contractors but excluding employees who do not have direct contact with students, and student teacher candidates to undergo the following background checks prior to being hired or contracted:   1. Pennsylvania State Police Request for Criminal Records Check. Applies to individuals hired as of January 1, 1986; 2. PA Department of Public Welfare Child Abuse History Clearance; and 3. Federal Criminal History Record Information (CHRI) in a manner required by the Department of Education. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| PA 6.39 | In accordance with [Act 24 of 2011](http://www.portal.state.pa.us/portal/server.pt/community/background_checks_(act_114)/7493/act_114_of_2006,_24_ps_1-111,_background_checks/601417), require all employees as of September 29, 2011 who have not been subject to a previous background check to:   1. provide assurances on form PDE-6004 that they have not been previously arrested or convicted of a Section 111(e) offense; or 2. if they refuse to submit form PDE-6004, are required to submit a current background check under Section 111. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| PA 6.40 | Require the institution 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. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| PA 6.41 | Require the institution to keep on file copies of the required background check reports for all staff hired or contracted on or after April 1, 2007. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

**Types of questions that may be asked during interviews with stakeholder groups:**

* How are students and parents informed of the Code of Conduct?
* Do you have a standing Crisis Team in the event of emergency?
* What types of situations are addressed in the Crisis Plan?
* What provisions are made for dealing with health emergencies at after school or off-site school functions?

***It may be helpful to use the blank space below to write down your general observations. Then, you can sort your comment into the indicator you feel is the most appropriate.***

INDICATORS OF QUALITY FOR ALL SCHOOLS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school:** | | | | |
| 7.1 | Regularly reviews and updates its written policies and/or procedural guidelines governing the school’s provisions for the health and safety of its students, staff, and visitors. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.2 | Regularly reviews and updates its plans for responding to emergencies and crises. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.3 | Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school’s facilities. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.4 | Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.5 | Provides appropriate and adequate health care for its students during the school day and makes provisions for appropriate health care at school functions that take place away from the school’s premises. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.6 | Provides appropriate training for all staff members on implementing the school’s emergency and crisis plans, handling accidents and illnesses, and universal precautions for preventing the spread of infectious diseases. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.7 | Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.8 | Has and implements a system to account for the whereabouts of its students at all times. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.9 | Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.10 | Provides staff with up–to-date and relevant health, wellness, and safety information and practices pertaining to the school’s students and staff. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.11 | Has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to health, safety, and child protection. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.12 | Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.13 | Has an effective system to control access to the school by visitors and other non-school personnel. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.14 | Implements policies, procedures and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students and staff. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS WITH BOARDING

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school:** | | | | |
| 7.15 | Provides appropriate and adequate health care and safety for its students and staff in residential boarding, including: |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.15.a. | Written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the dormitories. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.15.b | Conducting drills of its emergency and crisis plans regularly and maintaining written records of drills. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.15.c. | Provision of appropriate health care and safety for students and dormitory staff residing in dormitories at all times. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.15.d. | Provision of appropriate training for all dormitory staff members on implementing the dormitory’s emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.15.e. | An effective system to control access to the dormitories by visitors and other non-school personnel. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| **The governing body and leadership ensure that the school:** | | | | |
| 7.16 | Provides care for infants that is consistent with current professional practice, especially with respect to sleeping, bottle-feeding, diapering, sanitation, nurturing, and daily interactions. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.17 | Regularly sanitizes surfaces where children eat and sleep and items they can put into their mouths. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 7.18 | Consults regularly with health professionals regarding the health risks of working with young children. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

The school’s educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, and instructional methods and assessments of student learning that reflect current research and proven practices in learning and teaching. The educational program is aligned with the school’s mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school’s community of stakeholders.

**Types of questions that may be asked during interviews with stakeholder groups:**

* What is your procedure for curriculum review and revision?
* How are budgetary priorities for instructional resources established?
* What processes are in place to assure vertical and horizontal articulation of curriculum?
* What programs support student transition into the school?
* How is differentiated instruction utilized to support the varied educational needs of students?

***It may be helpful to use the blank space below to write down your general observations. Then, you can sort your comment into the indicator you feel is the most appropriate.***

INDICATORS OF QUALITY FOR ALL SCHOOLS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school:** | | | | |
| 8.1 | Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school’s mission and goals for student learning. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.2 | Publishes for all students and their families an overview of the school’s educational program and its programs of study and seeks input as appropriate. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The governing body and leadership ensure that the school’s educational program includes:** | | | | |
| 8.3 | Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.4 | Instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.5 | Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of knowledge and skills learned. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.6 | Experiences that promote students’ critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.7 | Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.8 | Opportunities that promote global awareness and understanding of diverse cultures and lifestyles. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The governing body and leadership ensure that the school’s educational program:** | | | | |
| 8.9 | Is delivered using documented curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and proven practices. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.10 | Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.11 | Expresses expected student learning outcomes in terms that can be understood by the students. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.12 | Is delivered in a variety of learning settings (e.g., individual, small group, large group). |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.13 | Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance and ensures students are prepared for a successful transition to the next educational level. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.14 | Is articulated both horizontally and vertically and coordinated among all levels of the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school’s early childhood educational program:** | | | | |
| 8.15 | Considers as part of its educational program, everything that happens during the day, including 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. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.16 | Supports language development. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.17 | Provides a balance of opportunities for mastery and challenge. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.18 | Includes activities that are designed to prompt exploration, support growing independence, and minimize disruptions/distractions. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.19 | Includes age- and content-appropriate interest activities in all classrooms. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.20 | Treats all spaces in the school in which students may be present as part of the learning environment. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.21 | Supports positive interactions between peers that are developmentally appropriate. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The governing body and leadership ensure that the school’s early childhood educational program provides:** | | | | |
| 8.22 | An integrated approach to children’s social, emotional, physical, cognitive, and language development. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.23 | A good balance of child-initiated and teacher-initiated activities in the daily plan. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.24 | Individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.25 | A balance of quiet and active times and flexibly incorporates learners’ natural routines into the rhythm of the day. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.26 | Daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.27 | Development of early language and literacy skills through interactive activities, such as: conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences. |  |  |  |
| 8.28 | Opportunities for increasing independence in use of materials and equipment and in self-care. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.29 | Structured and unstructured opportunities for children’s active involvement with people and materials. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.30 | Spontaneous learning and activities that build on children’s repertoires and curiosity. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.31 | Learning areas designed for individual and group exploration and growth that support challenge and consolidation in the relevant domains of development. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.32 | Materials for gross and fine motor activities. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.33 | Developmentally appropriate learning resources for outdoor activities. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.34 | Daily opportunities for creative expression. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.35 | A variety of books that are accessible to all age groups every day. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS WITH ELEMENTARY SCHOOL PROGRAMS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school’s elementary-level educational program:** | | | | |
| 8.36 | Places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.37 | Provides an integrated approach to children’s social, emotional, physical, cognitive, and language development. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.38 | Provides individualized instruction and, as appropriate, activities in small groups. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.39 | Provides daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.40 | Provides experiences that prepare students for successful transition to middle and secondary school settings. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS WITH MIDDLE SCHOOL PROGRAMS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school’s middle-level educational program:** | | | | |
| 8.41 | Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.42 | Provides experiences that prepare students for successful transition to the secondary school setting. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS WITH SECONDARY SCHOOL PROGRAMS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school’s secondary-level educational program provides:** | | | | |
| 8.43 | Students with the knowledge, skills, and habits of mind required for college and career readiness. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.44 | Experiences that prepare students for successful transition to postsecondary education and/or the world of work. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.45 | Students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school’s educational program:** | | | | |
| 8.46 | Facilitates student interaction (synchronous and asynchronous) with teachers and other students through a variety of means as an essential characteristic of the educational program. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.47 | Informs students and their families (if appropriate) about any aspects of the educational program that are created or delivered by an organization other than the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.48 | Sets the expectations for student learning and performance that are achievable through a distance modality. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.49 | Uses textbooks and/or other learning and instructional materials that are developed by authors qualified in distance education techniques. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.50 | Includes instruction in the skills students need to use the distance modality effectively and efficiently. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.51 | Provides opportunities for students to develop social skills for relating to and working with other students and adults. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR FAITH-BASED SCHOOLS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school’s educational program:** | | | | |
| 8.52 | Reflects appropriately the religious nature of the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.53 | Integrates religious teachings into all areas of the educational program. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.54 | Includes teachings that are grounded in the beliefs, values, and traditions of the sponsoring faith-community. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.55 | Defines clearly the objectives for faith development and community service programs for students that reflect the mission of the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.56 | Makes religious education for students a priority in scheduling, budgeting, and planning. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.57 | Is a central concern of all of the school’s leaders, faculty members, and staff. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.58 | Is age and developmentally appropriate. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.59 | Includes health education that is consistent with the religious beliefs and values of the sponsoring faith-community. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.60 | Includes opportunities for students to apply their learning beyond the classroom (e.g., community service projects, internships, job shadowing). |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 8.61 | Provides regular faith-based experiences that foster the religious formation of the students. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

The school has a program for assessing student learning and performance that is consistent with the school’s mission. The program is based on current research and proven practices and is aligned with the school’s educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the school’s community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

**Types of questions that may be asked during interviews with stakeholder groups:**

* What is the schedule for standardized assessment of student performance?
* How do the most recent assessment data inform instructional planning and curriculum revision?
* How are assessment data communicated to parents, students, and teachers?
* In general, is the level of student performance acceptable to the community?

***It may be helpful to use the blank space below to write down your general observations. Then, you can sort your comment into the indicator you feel is the most appropriate.***

INDICATORS OF QUALITY FOR ALL SCHOOLS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school:** | | | | |
| 9.1 | Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.2 | Reports the results of its assessment of students’ learning and performance regularly, accurately, and clearly to the school’s community of stakeholders. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.3 | Has leadership and a staff that are committed to, participate, and share in accountability for student learning and performance. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The governing body and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor by:** | | | | |
| 9.4 | Evaluating the effectiveness of the school’s curricula, instructional methods, professional development program, and student services. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.5 | Monitoring learning by individual students as well as cohorts of students as they move through the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.6 | Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The governing body and leadership ensure that the school:** | | | | |
| 9.7 | Maintains appropriate records of students’ learning and performance. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.8 | Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing confidentiality of student records. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.9 | Communicates its assessment policies and program to the school’s community of stakeholders. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.10 | Communicates regularly with families regarding students’ progress in learning. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.11 | Collaborates with families to develop, if necessary, appropriate strategies to assist the students to learn and perform at the expected levels. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The governing body and leadership ensure that the school uses assessments to measure student learning that:** | | | | |
| 9.12 | Are based on current and reliable research on child development and growth. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.13 | Provide data that can inform decisions regarding allocating resources for the components of the school’s educational program. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.14 | Can be used for making recommendations to families whose children may benefit from further assessment/evaluation. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.15 | Enable students to monitor their own learning progress and teachers to adapt their instruction to students’ learning styles. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.16 | Reflect understanding of different styles of learning. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.17 | Enable the staff to identify students that might have special needs for learning and performing at the expected levels as early as possible. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.18 | Are augmented by information and insights about students’ learning and performance from students’ families. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that:** | | | | |
| 9.19 | Children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.20 | Assessments used to measure student learning and development are aligned with age-appropriate early childhood standards for learning. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that the school:** | | | | |
| 9.21 | Has and implements written policies and/or procedural guidelines that ensure students fulfill program requirements personally and with appropriate assistance. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.22 | Has and implements written policies and/or procedural guidelines to ensure the identity of the students when assessing learning and performance 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. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.23 | Requires that members of the staff who evaluate student assignments are qualified in the fields they are evaluating. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 9.24 | Uses data on student learning and performance and completion rates to evaluate and revise, as needed, curriculums, instructional methods, and educational services. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATOR OF QUALITY FOR FAITH-BASED SCHOOLS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| **The governing body and leadership ensure that the school:** | | | | |
| 9.25 | Includes in its assessments of students’ learning and performance knowledge and application of the school’s religious beliefs and values. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

STUDENT SERVICES STANDARD FOR ACCREDITATION

The school provides student services that are effective, appropriate, and that support student learning and achieving the school’s mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school’s educational program. Services are delivered by qualified personnel, sufficiently financed, and evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

**Types of questions that may be asked during interviews with stakeholder groups:**

* How are guidance services organized and delivered?
* Is a graduate follow-up survey administered? If so, what are the key findings of recent surveys?
* What activities are provided for students to extend their awareness of career options?
* What policies, practices, and staff members are provided to deal with student health needs?
* How does the student transportation system operate?
* What is the process for identification, evaluation, and provision of services to special needs students?

***It may be helpful to use the blank space below to write down your general observations. Then, you can sort your comment into the indicator you feel is the most appropriate.***

INDICATORS OF QUALITY FOR ALL SCHOOLS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure the school provides student services that:** | | | | |
| 10.1 | Address developing students’ academic and social skills, personal attributes, and career awareness and planning skills. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.2 | Are the shared responsibility of the school’s counselors, leadership, teachers, and other staff members. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.3 | Address students’ emotional and social needs as well as academic needs. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.4 | Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.5 | Extend into and support services provided by community agencies. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.6 | Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.7 | Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school’s educational program and student services. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.8 | Include an orientation program for new students and their families to share the school’s mission, educational program, services, policies, and expectations. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.9 | Make available to students’ families information about child development and learning. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **Transportation Services—The governing body and leadership ensure that the school:** | | | | |
| 10.10 | Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and school events by means provided by the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.11 | Requires that all transportation personnel of the school or those contracted by the school are appropriately trained. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.12 | Is in compliance with the safety requirements of all appropriate civil authorities in which the school is located for transportation services provided or contracted by the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.13 | Has and implements procedures for the safe arrival and departure of students from the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **Food Services—The governing body and leadership ensure that:** | | | | |
| 10.14 | Student dining areas are functional and hygienic. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.15 | Meals provided by the school meet generally accepted nutritional standards. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.16 | Information about nutritional values of the foods is available to students and their families. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.17 | Appropriate training is provided to food services providers. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.18 | Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the school is located. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.19 | Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the school is located. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **Services for Students with Special Needs—The governing body and leadership ensure that the school:** | | | | |
| 10.20 | Has and implements written policies or procedural guidelines to identify and address the education of students with special needs. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.21 | Provides or refers families to appropriate related services and/or accommodations to meet students’ special needs. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.22 | If applicable, is in compliance with all requirements of the jurisdictions in which the school is located related to students with special needs. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **Admissions and Placement—The governing body and leadership ensure that the school has and implements written policies or procedural guidelines governing**: | | | | |
| 10.23 | Admission to the school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.24 | Placement of students in the appropriate components of the educational program and at the appropriate levels. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The governing body and leadership ensure that the school**: | | | | |
| 10.25 | Informs applicants for enrollment and their families of the mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.26 | Employs only marketing materials, statements, and representations related to the school’s educational programs, services, activities, and resources that are clear, accurate, current, and non-discriminatory. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| **The governing body and leadership ensure that the school:** | | | | |
| 10.27 | Advises prospective students and their parents/guardians prior to admission about the self-motivation and commitment needed for successful learning by the distance modality and the technical competence required to participate and learn in the educational program. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.28 | Provides support in student use of distance modalities at the levels expected. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.29 | Actively encourages students to start, continue, and finish their programs of study within the time prescribed. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.30 | Has and implements written policies or procedural guidelines to evaluate students’ previous academic work and to provide fair and consistent awarding of credit for previous studies or work experience. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR FAITH-BASED SCHOOLS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| **The governing body and leadership ensure that the school:** | | | | |
| 10.31 | Provides student services that reflect the school’s religious identity and mission. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.32 | Provide student services that are aligned with the school’s mission, enrich the academic program, and support the development of student and family life. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.33 | Provides student services that are delivered cooperatively by counseling and campus ministry personnel. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 10.34 | Has and implements written admissions and placement policies or procedural guidelines that are consistent with the school’s religious values and traditions. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

The school provides non-discriminatory student experiences. A balance of academic, social, co- or extracurricular and service experiences are maintained. Student experiences are designed to foster intellectual, cultural, and social growth and physical health and wellness. Experiences provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Experiences are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school’s mission.

**Types of questions that may be asked during interviews with stakeholder groups:**

* What methods are in place to allow student input into the activities program?
* How are student activities funded?
* What activities are provided for students to develop social and leadership skills?
* How are activity sponsors and coaches selected and compensated? For sponsors and coaches who are not employees of the institution, what training is provided to assure appropriate supervision and interaction with students?

***It may be helpful to use the blank space below to write down your general observations. Then, you can sort your comment into the indicator you feel is the most appropriate.***

INDICATORS OF QUALITY FOR ALL SCHOOLS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that:** | | | | |
| 11.1 | All students are offered opportunities through student experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.2 | The school provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the school’s educational program. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.3 | Activities are varied, developmentally appropriate, and enhance the educational program. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.4 | Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school’s student activities. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.5 | Staff members, parents, and other volunteers who lead student activities are approved by the school’s leadership, suitably qualified, and provide appropriate supervision to students. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.6 | The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.7 | Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.8 | Students and staff understand and abide by the school’s Code of Conduct. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.9 | An understanding and acceptance of the high expectations the school holds for learning and citizenship. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.10 | Students and staff have a sense of being trusted, supported, and recognized for their accomplishments and contributions. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.11 | Staff and students have pride in their school. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.12 | Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school’s mission. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS WITH A RESIDENTIAL PROGRAM

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| **The governing body and leadership ensure that:** | | | | |
| 11.13 | The school has a purposeful and meaningful residential boarding program. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.14 | The school assists students to develop healthy relationships with adults in loco parentis and with other students. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.15 | Appropriate provisions are made for student privacy, recreation, and religious practice. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.16 | Continuous and responsible supervision by qualified adults is provided for all boarding students, including evenings, weekends, and periods when classes are not in session. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| **The governing body and leadership ensure that:** | | | | |
| 11.17 | Students are provided with a program of co-curricular or extracurricular programs/activities or the school actively encourages and promotes students’ involvement in such activities in their community. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 11.18 | Includes regular opportunities for students to interact with each other and with their teachers and other adults in settings other than the distance modality. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATOR OF QUALITY FOR FAITH-BASED SCHOOLS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| **The governing body and leadership ensure that:** | | | | |
| 11.19 | All student activities and athletics include opportunities for the faith formation of the students. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

The school’s information resources and personnel are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school’s mission and delivery of its educational programs. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

**Types of questions that may be asked during interviews with stakeholder groups:**

* What programs are in place to orient students and staff members to the media services available?
* How are budgetary priorities for media services established?
* What long term planning is in place to assure that the institution keeps pace with changes in technology?
* How does the learning/media services program provide instruction in research and information skills?
* What is the process for selection of new materials and technology?

***It may be helpful to use the blank space below to write down your general observations. Then, you can sort your comment into the indicator you feel is the most appropriate.***

INDICATORS OF QUALITY FOR ALL SCHOOLS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that:** | | | | |
| 12.1 | The school has and implements written policies and/or procedural guidelines for the ethical and appropriate use for acquiring information and using information resources. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 12.2 | Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 12.3 | Members of the staff and students are provided with training for the appropriate, ethical, and most effective uses of the information resources. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| **The governing body and leadership ensure that information resources are:** | | | | |
| 12.4 | Age and developmentally appropriate. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 12.5 | Properly organized and maintained for ready access and use by students and the staff. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 12.6 | Reviewed periodically for relevancy, currency, and alignment with the school’s curricula and instructional programs. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 12.7 | Appropriately supported with funding from the school’s budget. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 12.8 | Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to the students and staff. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 12.9 | Supportive of the school’s plan for growth and improvement of student performance. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that learning resources:** | | | | |
| 12.10 | Are provided in an effective learning environment that supports the education goals for students and effective teaching for faculty. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 12.11 | Include intentional, appropriate supports for language, literacy, and numeracy development. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 12.12 | Promotes early development of a love of reading for enjoyment and as a foundation for future learning. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

INDICATORS OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

| **MSA Indicator** | | **What was seen and heard** | **Evidence** | **Team’s Decision** |
| --- | --- | --- | --- | --- |
| **The governing body and leadership ensure that:** | | | | |
| 12.13 | The school’s information resources are adequate to deliver the educational program by the distance modality. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 12.14 | Students using the distance modality have access to the information resources required to achieve the learning goals set for their programs of study. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |
| 12.15 | The school provides students with reasonable technical support for the software and hardware required to learn using the distance modality. |  |  | ☐ Exceeds  ☐ Meets  ☐ Partially Meets  ☐ Does Not Meet |

1. The use of the Faith-Based Indicators for this and the other Standards for Accreditation by faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith. [↑](#footnote-ref-1)