Florida Coalition of Christian Private Schools Accreditation

K-12 Manual for Accreditation 5.2

P.O. Box 5100
Deltona, FL 32728-5100
Phone: 386-218-5310
www.fccpsa.org
Email: joe.gibilisco@fccpsa.org

© 2022 by FCCPSA

All rights reserved. No portion of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means mechanical, photocopying, recording, or otherwise—without prior written permission of the Florida Coalition of Christian Private Schools Accreditation (FCCPSA) with the following exception: permission is granted to make copies of all pages necessary as a school makes its way through the accreditation process.

Unless otherwise identified, all Scripture quotations are taken from the Holy Bible, KING JAMES VERSION (KJV)

Revised 9-2022 for the school term 2022-2023 and after,

Florida Coalition of Christian Private Schools Accreditation (FCCPSA)
P.O. Box 5100
Deltona, FL 32728-5100
www.fccpsa.org

Index

Introduction 6
About the FCCPSA 7
Philosophy 8
Statement of Faith 9
Affiliates and Associations 10
The Accreditation Process 12
Membership to Full Accreditation Steps 13
District Model Accreditation 19
Maintaining Accreditation Status 22
Program Types and Components of Programs 27
Understanding the Structure of the Groups and Standards 29
Outline of the Groups and Standards 30
Completing the Self-Study Workbooks 32
The Site Visit 41

Group One: Governance and Administration 46
Standard One: The Institution 47
Indicator 1.1 Purpose Statement 50
Indicator 1.2 Achieving Desired Outcomes 54
Indicator 1.3 Comprehensive Planning 58
Continuous Improvement Narrative 60
Indicator 1.4 Distance Learning Programs 62
Standard One: Narrative Questions 64
Standard Two: Governance 66
Indicator 2.1 Policy Development and Revision of Policies 68
Indicator 2.2 Ethical Conduct and Professional Learning 72
Standard Two: Narrative Questions 75
Standard Three: Leadership 76
Indicator 3.1 Supervision and Evaluation Process 78
Indicator 3.2 Standardized Processes and Procedures 82
Indicator 3.3 Stakeholder Involvement 86
Standard Three: Narrative Questions 89
Standard Four: Improvement 90
Indicator 4.1 Leadership Development and Collaboration 92
Indicator 4.2 Data Collection for Decision Making 96
Standard Four: Narrative Questions 99

Group Two: Teaching/Learning 100
Standard Five: The Learning Culture 101
Indicator 5.1: The Culture of Learning 102
Indicator 5.2: Quality Learning Activities 106
Indicator 5.3: Communication Skills 110
Indicator 5.4: Student Advocacy 114
Standard Five: Narrative Questions 117
Standard Six: Curriculum Alignment 118
Indicator 6.1: Quality of Curriculum 120
Indicator 6.2: Curriculum Alignment 124
Standard Six: Narrative Questions 127
Standard Seven: Instruction 128
Indicator 7.1: Flexible Instruction 130
Indicator 7.2: Preparing Students for Success 134
Indicator 7.3: Student Needs Analysis 138
Standard Seven: Narrative Questions 141
Standard Eight: Evaluation for Improvement 142
Indicator 8.1: Processes of Assessment 144
Indicator 8.2: Analysis of Assessment Data 148
Indicator 8.3: Programs & Organization Evaluation 152
Standard Eight: Narrative Questions 155

Group Three: Resource Allocation and Budget 156
Standard Nine: Resources Designated to Professional Learning 157
Indicator 9.1: Use & Quality of Data for Professional Learning 158
Indicator 9.2: Resources for Professional Learning 162
Indicator 9.3: On-Going Professional Learning & Evaluation 166
Standard Nine: Narrative Questions 169
Standard Ten: Recruitment and Retention 170
Indicator 10.1: Recruitment and Retention 172
Standard Ten: Narrative Questions 175
Standard Eleven: Resources Designated to Professional Practice 176
Indicator 11.1: Technology Infusion 178
Indicator 11.2: Resource Needs Analysis & Availability 182
Standard Eleven: Narrative Questions 185
Standard Twelve: Budget Resources for Effective Use of Resources 186
Indicator 12.1: Strategic Management of Resources 188
Indicator 12.2: Budgeting Process for Effective Use of Resources 192
Standard Twelve: Narrative Questions 195

Group Four: Compliance Safety 196
Standard Thirteen: Regulatory Compliance 196
Indicator 13.1: Federal and State Compliance 198
Indicator 13.2: County and City Compliance 200
Indicator 13.3: Florida Department of Education Compliance 202
Standard Thirteen: Narrative Questions 205
Standard Fourteen: Employee Records 206
Indicator 14.1: Application, Ethics in Education Requirements 208
Standard Fifteen: Student Records 211
Indicator 15.1: Student Cumulative Files 212
Indicator 15.2: Education Records 214
Indicator 15.3: High School Transcripts 216
Standard Sixteen: Safe, Sanitary, Secure 218
Indicator 16.1: Emergency Procedures 220
Indicator 16.2: Building, Classrooms, Bathrooms, Storage 222
Indicator 16.3: Recreation Areas 226
Indicator 16.4: Transportation 230
Indicator 16.5: Cafeteria and Food Prep 234

Definition of Terms 238
Appendix One: Graduation 244
Standard Four Year, Twenty-Four Credit 244
College Prep/Scholars Four Year Twenty-Four Credit 245
Vocational Four Year Twenty-Four Credit 246
Career/ACCEL Three Year Eighteen Credit 247
Credit Acceleration Program (CAP) 248
Students with Disabilities / Graduation 240
Sample: Articulation Agreement 250

Introduction

One of the missions of the FCCPSA is to assist private school administrators as they provide quality Christian education through private Christian schools. The FCCPSA provides resources, accountability, and training in research-based best practices for student success, specifically in the areas of Christian Commitment, Family Community, and Quality Education. Striving for excellence is an ongoing process, and the FCCPSA is continually looking for opportunities to provide resources for our accredited schools.

The FCCPSA is committed to supporting quality Christian education in both traditional and non-traditional school settings. Each school accredited by the FCCPSA is required to maintain a high level of integrity and accountability as detailed in the four Groups, local and state statutory requirements, as well as the published policies of the FCCPSA.

Accreditation is a "seal" that denotes an institution has met the required standards of quality and an ongoing commitment to improvement and accountability. The accreditation process provides schools the opportunity to validate their quality, to verify that they are an institution of excellence, discover areas that can be improved and provide a thorough review of the continuous improvement plan, which is the foundation of an institution's efforts to identify areas for improvement, develop a plan of action, and evaluate the results. As Christian schools, we have an even higher calling than government-led institutions because we bear the name of Christ, which is why it is imperative that the programs we offer and the staff we put in the presence of students be a worthy reflection of Godly principles.

This manual is the 5th generation of that commitment to support quality Christian education, as well as the ongoing effort to improve the process of accreditation with the goal of individual school improvement, which results in improved student learning and outcomes.

About the FCCPSA

Amos 3:3 says: Can two walk together, except they be agreed?

This principle applies to private schools and the associations they choose to join and work with. The FCCPSA's Vision, Mission, Philosophy and Statement of Faith are the foundations on which the organization operates. Before deciding to "walk together" with the FCCPSA for the purpose of accreditation, it is important for the school to evaluate whether the two organizations are in agreement.

Vision.

The FCCPSA supports the creation, growth, and diversity of high quality Christian educational K-12 institutions, specifically in the areas of Christian Commitment, Family Community, and Quality Education and Child Care Facilities with a Religious component.

Mission.

The FCCPSA's mission is to support administrators, schools and childcare facilities by:
Providing accreditation services for K-12 Christian private schools and Religious Exemption and Gold Seal accreditation for childcare facilities in Florida as a viable means of establishing a witness of excellence based on established best practices utilizing a peer review system.
Establishing and publishing standards of certification and accreditation for its member institutions and to ensure the maintenance of those standards through the ongoing evaluation process including but not limited to Self-Study, Site Visits and Re-evaluation.
Providing on-going education and professional development for member administrators and staff utilizing a wide range of methods including, but not limited to, administrative manuals, web sites, newsletters and workshops.
Representing and updating member schools with regards to governmental regulation and legislation for the protection of students, families, and educational institutions through the general improvement of educational standards in Florida.
Developing cooperative relationships among members and other educational institutions.
To engage in all lawful activities and efforts that may be reasonably intended or expected to promote and advance the mission of the FCCPSA.

Philosophy

Christian Commitment
The FCCPSA was founded and continues to be led by men and women who are devoted to Biblical truth and committed to the propagation of Christian values. All people have been created in God's image, and, therefore, the FCCPSA actively supports organizations that seek to cultivate this understanding and to assist them in fulfilling their purpose in the context of the varied methodologies incorporated by the individual school.

Family Community
The FCCPSA recognizes that parents/guardians are responsible for the training of their children in all areas, including academics. The FCCPSA assists and holds accountable member institutions throughout the state of Florida who have chosen to partner with families in this high calling. The FCCPSA provides direction to K-12 Christian educational institutions on matters of academic and spiritual education, thereby developing a community that values truth, honor, and excellence.

Quality Education
The FCCPSA prepares member schools, childcare facilities, administrators, and staff for excellence, and believes well-informed administrators will lead the way. When educational institutions apply the standards of excellence through the process of certification, accreditation, and professional development, communities enjoy the benefits of a safe and high-quality education.

Statement of Faith

There are many precious truths taught in the Bible over which Godly men have differed in understanding. Therefore, this is not a statement of all that is important to believe, but an affirmation of the fundamental truths of the Christian faith.

We believe the Bible, both Old and New Testaments, to be verbally inspired of God and to be inerrant and infallible. We believe it is the only and final authority for faith and conduct. (II Timothy 3:16, II Peter 1:21)

We believe in one God, who is the Creator of all things by a direct act, infinitely perfect and eternally existing in three persons-Father, Son, and Holy Spirit. (Genesis 1;1, John 10:30, 37-38)

We believe that man, created in the image of God, sinned, incurring not only physical death, but also spiritual death, which is separation from God, and which is inherited by every member of Adam's race. (Romans 5:12-21)

We believe by the miracle of the virgin birth, that the Lord **Jesus Christ**, eternal Son of God, became man without ceasing to be God, to reveal God and to redeem man.
We believe Jesus Christ shed His Blood on Calvary as a as a substitutionary sacrifice and rose bodily from the dead for our justification and has ascended to the right hand of the Father, from whence He will personally return for His glorified Bride.

We believe He (Jesus Christ) is now exalted at the right hand of God, that He is the Head of the Church, the Lord of the individual believer, that He is ministering as our Great High Priest and Advocate and that we are awaiting His bodily return. (Isaiah 7:14, Matthew 1:23, Luke 1:35, Hebrews 4:15, 7:25, 9:12, Acts 1:11, John 2:11, 11:25 and Rev. 19:11-15.)

We believe salvation is the free gift of God (neither merited nor secured in part or in whole by any virtue or work of man) to be received only by personal faith in the Lord Jesus Christ, in whom all true believers have, as a present possession, the gift of eternal life, a perfect righteousness, Sonship in the family of God, deliverance and security from all condemnation, every spiritual resource needed for life and Godliness, and the divine guarantee that they shall never perish. (John 3:16-19, 5:24, Romans 3:19, Ephesians 2:18-19, Titus 3:5-6)

We believe in the resurrection of both the saved and the lost, a literal heaven and a literal hell. All those who have received Jesus Christ as their personal Savior and Lord will inherit eternal life in Heaven. Those who have not accepted Him are lost unto eternal damnation. (John 5:28-29)

We believe the bible defines the proper Human Sexuality and Gender Roles of both men and women. The FCCPSA has adopted The Nashville Statement authored by the Coalition for Biblical Sexuality in partnership with the Ethics & Religious Liberty Commission of the Southern Baptist Convention. https://cbmw.org/nashville-statement

Affiliates and Associations

The FCCPSA maintains a variety of affiliations and associations designed to provide additional resources and opportunities for our member and accredited institutions. These include an agency partnership with Cognia and being an accredited member of the National Council for Private School Accreditation (NCPSA). These partnerships allow schools to obtain FCCPSA, Cognia/SACS, and NCPSA accreditation through one, seamless process, which is detailed in this manual. For both organizations, the FCCPSA serves as the lead agency for our member schools throughout the accreditation process.

Cognia / (Formally AdvancED)

The K-12 accreditation process is focused on quality and continuous improvement by member institutions. Quality is about the dynamic combination of inputs, processes, and results working in harmony to achieve the school's vision for student learning. Additional information, regarding FCCPSA/Cognia accreditation, can be found in the K-12 Division section of this web site, or by contacting the administrative office.

AdvancED and Measured Progress are now cognia

*Cognia is the parent organization of:

- (SACS CASI) Southern Association of Colleges and Schools Council on Accreditation and School Improvement
- (NCA CASI) North Central Association Commission on Accreditation and School Improvement
- (NWAC) Northwest Accreditation Commission

NCPSA

The National Council for Private School Accreditation is dedicated to the accreditation process as a viable and responsible means of establishing a witness of school excellence. NCPSA is committed to accreditation based on the concept of voluntary peer recognition; that is, the principle that institutions sharing common purposes and distinctives are better able to assist one another in achieving the standards for academic excellence and responsiveness to their respective publics and the nation.

NCPSA National Council for Private School Accreditation

The National Council for Private School Accreditation seeks to promote and support independent and autonomous accrediting associations serving private early childhood, elementary, and secondary schools that are committed to quality educational programs.

https://ncpsa.org/accreditation/

International Alliance for School Accreditation

As Member Accrediting Agency of the NCPSA the Florida Coalition of Christian Private Schools Accreditation is also a part of The International Alliance for School Accreditation.

The Alliance is a coalition of regional, national, and international accrediting bodies and educational experts from around the world. The purpose of The Alliance is to bring forward the best in accreditation while giving these bodies and educators a unifying voice; helping to advance the standard and quality in education worldwide.

To learn more about The Alliance and its member organizations follow this link:
The International Alliance for School Accreditation

FAANS

A major function of FAANS is monitoring local, state, and national legislation impacting nonpublic schools. In state issues, FAANS provides members of the Florida Legislature with information about nonpublic education in Florida as well as nonpublic school viewpoints on current and pending legislation that might affect the private sector.
The FCCPSA is a Non-Accrediting member of FAANS.

FHSAA

A senior high school must be accredited by one of the approved accrediting agencies to become a member of FHSAA. Any school applying for first-time membership must have at least started the process of accreditation upon submitting an application and must have full accreditation achieved by the end of the school's provisional period of membership before they can be elected into full membership.

For additional information on these and other affiliates of the FCCPSA, go to the Affiliates and Associations page of the FCCPSA website. (www.fccpsa.org/affiliations.html)

The Accreditation Process

The three fundamental requirements of the accreditation process are:

- Meeting the standards and accreditation policies,
- Demonstrating quality assurance through an internal and external review,
- Engaging in continuous improvement.

The FCCPSA philosophical framework of accreditation is based on a process that is committed to: quality standards, a quality process, a culturally competent team and a procedurally competent chair to oversee every component.

Accreditation is not designed to be an event that occurs once, or every few years when an institution is required to be re-evaluated. This process is not just about collecting evidence for a one-time event but rather evaluating the overall effectiveness of improvement efforts every day. The *School Quality Factors (SQF)*, serve as a roadmap for institutions on their *Improvement Journey*. The *School Quality Factors* are:

- **Clear Direction**
  The capacity to agree upon, define and clearly communicate to stakeholders the direction, mission and goals that the institution is committed to achieving.
- **Healthy Culture**
  The shared values, beliefs, written and unwritten rules, assumptions, and behavior of stakeholders within the school community that shape the school's social norms and create opportunities for everyone to be successful.
- **High Expectations**
  An institution's stated commitment and demonstrated actions in support of high expectations for all stakeholders, including excellent student learning outcomes and success, high levels of teacher quality and support, leadership effectiveness, proactive community engagement, and valuable parent involvement.
- **Impact of Instruction**
  The capacity of every teacher to purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement, including readiness to transition to the next level of learning or career pathway.
- **Resource Management**
  The ability of a school to plan, secure and allocate its resources (human, material, and physical) to meet the needs of every learner.
- **Efficacy of Engagement**
  The capacity to engage learners and other stakeholders in an effective manner to improve learning outcomes.
- **Implementation Capacity**
  The ability of a school to execute, with consistency, actions designed to improve organizational and instructional effectiveness.

MEMBERSHIP TO FULL ACCREDITATION STEPS

1) MEMBERSHIP WITH THE FCCPSA:

Accreditation by the FCCPSA is available only to member schools. Schools must have successfully been in operation for one year before beginning the accreditation process. The FCCPSA was founded to provide training and resources for the creation and support of Christian private schools. One of its first goals as an organization was the development of the Private School Administrator's Manual. That manual and the workshop training that is available (both in person and on-line) are invaluable tools in building a quality school that is ready to begin the accreditation process. The latest version of the K-12 Administrator's Manual is a required tool for schools to apply for accreditation.

2) INTERNAL REVIEW:

When a school applies for accreditation, they will be provided with an Internal Review Workbook (Pre-Accreditation School Quality Factors), so they can **begin the process of reviewing their current practices.**

The Internal Review Evaluation process is designed to be an honest evaluation of the institution's current level of quality. A major component of the accreditation process is to identify and prioritize areas for improvement. This is the first step in that process, not the final exam. That means that low scores do not end the process; they provide a foundation for improvement. The institution will be asked to provide a narrative response to seven key components that are the foundation of a quality school.

Purpose Statement or Foundational Principles that guide the school,
The Learning Culture or the learning priorities established by the school,
Quality of Curriculum including high expectations for students
Flexible Instruction and how adjustments are made to meet the individual needs of students,
Resource Needs Analysis and Availability for the support of staff,
Achieving Desired Outcomes by engaging multiple relevant stake holders,
Comprehensive Planning or the Continuous Improvement Process.

3) SITE READINESS REVIEW:

Once the Internal Review has been completed and submitted via Dropbox, a Site Readiness Visit will be scheduled. The inspector will spend approximately three hours on site, meeting with the administrative team, and reviewing the responses of the Self-Evaluation. At the conclusion of the visit, the Site Visit Evaluation will be forwarded to the FCCPSA Accreditation Committee for review and recommendation. The recommendation of the Accreditation Committee will be one of the following:

- Approved to move forward with the Self-Study as a Candidate for Accreditation or
- Provided with a detailed listing of the quality standards that need to be addressed before the Self-Study portion can be started.
- or Rejected as a candidate for accreditation

4) Self-Study:

Once an institution is approved as a Candidate for Accreditation, the FCCPSA Dropbox will be updated with the required Self-Study Workbooks. The Self-Study is the process whereby the institution begins documenting its level of compliance with the sixteen Standards. There are four Standards in each of four groups or categories that are designed to take the school through a Continuous Improvement Journey that results in improvements in student outcomes.

Group One: Governance and Administration (Standards One through Four) begins the journey with the purpose of the institution, how the day-to-day operations are overseen, including developing leadership for the future, and, of course, the all-important improvement process.

Group One - Governance and Administration:
Standard One – The Institution
Indicator 1.1 – Purpose Statement
Indicator 1.2 – Achieving Desired Outcomes
Indicator 1.3 – Comprehensive Planning
Indicator 1.4 – Distance Learning Programs (Does not apply to all programs)
Standard Two – Governance
Indicator 2.1 – Policy Development and Revision
Indicator 2.2 – Ethical Conduct and Professional Learning
Standard Three – Leadership
Indicator 3.1 – Supervision and Evaluation Process
Indicator 3.2 – Standardized Processes and Procedures
Indicator 3.3 – Stakeholder Involvement
Standard Four – Improvement
Indicator 4.1 – Leadership Development and Collaboration
Indicator 4.2 – Data Collection for Decision Making

Group Two: Teaching and Learning (Standards Five through Eight) takes us to the classroom, beginning with the learning culture, which has as its foundation the school's vision and mission, then to the curriculum that supports that culture, then to the instruction in the classroom, and ends with the evaluation of the learning process and student success.

Group Two - Teaching and Learning:
Standard Five – The Learning Culture
Indicator 5.1 – The Culture of Learning
Indicator 5.2 – Quality Learning Activities
Indicator 5.3 – Communication Skills
Indicator 5.4 – Student Advocacy
Standard Six – Curriculum Alignment
Indicator 6.1 - Quality of Curriculum
Indicator 6.2 – Curriculum Alignment
Standard Seven – Instruction
Indicator 7.1 – Flexible Instruction
Indicator 7.2 – Preparing Students for Success
Indicator 7.3 – Student Needs Analysis
Standard Eight – Evaluation
Indicator 8.1 - Process of Assessment
Indicator 8.2 – Analysis of Assessment Data

Indicator 8.3 – Program and Organization Evaluation

Group Three: Resource Allocation and Budget (Standards Nine through Twelve) brings us back to the governance and administrative teams as we evaluate the school's operation and budget for the future. The review begins with an evaluation of the professional learning program that includes both teachers and administrative staff, followed by recruitment and retention of qualified staff, then an evaluation of the resources and tools needed by that quality staff, and finishes with the management and budgeting process of resources.

Group Three - Resource Allocation and Budget:
Standard Nine – Resources Designated to Professional Learning
Indicator 9.1 – Use of Quality Data for Professional Learning
Indicator 9.2 – Resources for Professional Learning
Indicator 9.3 – On-Going Professional Learning and Evaluation
Standard Ten – Recruitment and Retention
Indicator 10.1 – Recruitment and Retention
Standard Eleven – Resources Designated to Professional Practice
Indicator 11.1 – Technology Infusion
Indicator 11.2 – Resource Needs Analysis and Availability
Standard Twelve – Budgeting for Effective Use of Resources
Indicator 12.1 – Strategic Management of Resources
Indicator 12.2 – Budgeting Process for Effective Use of Resources

Group Four: Compliance and Safety (Standards Thirteen through Sixteen) provides the schools with a checklist for a wide range of compliance requirements, including federal, state, and the Florida Department of Education, staff files, student files, and safety guidelines for emergency procedures, buildings, classrooms, and transportation.

Group Four - Compliance and Safety:
Standard Thirteen – Regulatory Compliance
Indicator 13.1 - Federal and State Compliance
Indicator 13.2 - County and City Compliance
Indicator 13.3 - Florida Department of Education Compliance
Standard Fourteen – Employee Records
Indicator 14.1 – Application, Ethics in Education Requirements
Standard Fifteen – Student Records
Indicator 15.1 – Student Cumulative Files
Indicator 15.2 – Education Records
Indicator 15.3 – High School Transcripts
Standard Sixteen – Safe, Sanitary and Secure
Indicator 16.1 - Emergency Procedures
Indicator 16.2 – Building, Classrooms, Bathrooms, Storage
Indicator 16.3 – Recreation Areas
Indicator 16.4 – Transportation
Indicator 16.5 – Cafeteria and Food Prep

Each of the Standards has sub-sections or Indicators to narrow a broad topic to smaller areas of focus. In the Self-Study for each Indicator, the school will then provide a narrative response to several questions or indicators of quality, as well as documentation or evidence for that Indicator.

Completing the Self-Study will require that the school to:

- Collect student performance data,
- Conduct Stakeholder Surveys: Including at least teachers, students, and parents,
- Provide a self-assessment for each section,
- Provide an executive summary,
- Document the Continuous Improvement Plan.

During this process, the school's administration will have access to the Evaluation Chair for assistance and guidance throughout the process.

Note: Once the institution has been approved as a Candidate for Accreditation and the Self-Study Workbooks have been issued, the school has **twelve months** to complete the workbooks for evaluation and scheduling of the full Site-Visit.

If a Candidate for Accreditation is not prepared to submit the Self-Study Workbooks with the required supporting evidence and documentation at the end of the twelve months, they may request an extension of up to twelve months. The school will be charged one-half of the annual accreditation fee for the extension while continuing to receive assistance and feedback from the FCCPSA and the assigned Lead Inspector. To request an extension, contact the administrative office.

5) Review of the Self-Study:

It is the responsibility of the institution to notify the Evaluation Chair that the self-study and supporting documentation have been uploaded to Dropbox. At this time, the FCCPSA will issue an invoice for the Self-Study Review. The Evaluation Chair and Inspection Team will review the evidence and narratives contained in the Self-Study. Areas of clarification or additional documentation will be communicated with the school's administration before the Site Visit is Scheduled.

6) Scheduling of the Site-Visit

The Site-Visit is a Peer Review process in that the inspectors on the team will be made up of administrative staff from relevant, accredited schools. Therefore, the scheduling of the Site Visit is dependent upon aligning multiple schedules. While the FCCPSA makes every effort to complete the process in a timely manner, schools that complete the Self-Study after January of any school term may not be scheduled for the full Site Visit until the following school term. Therefore, it is critical that the Candidate for Accreditation school communicate with the FCCPSA Director of K-12 Accreditation throughout the process to ensure a timely site visit can be scheduled. All Self-Study Workbooks and required Evidence must be uploaded to the schools assigned Dropbox folder no less than thirty days before the visit.

7) Site-Visit (External Review):

Depending on the type of program or programs the institution offers the culturally competent team will:

- Tour the campus
- Conduct classroom observations using the ELEOT™ system. (Effective Learning Environment Observation Tool),
- Review each Standard Workbook with the appropriate staff members,
- Review Student and Staff files, including high school transcripts,
- Review student performance, including formative and summative assessments,
- Conduct internal and external stakeholder interviews,
- Determine the extent to which the institution meets the FCCPSA, Cognia, NCPSA and Florida specific Standards (including high school diploma requirements),
- Examine additional artifacts and evidence as needed,
- Verify compliance with state, local, and funding requirements, if applicable,
- Conduct a thorough Safe, Sanitary, and Secure inspection of the campus,
- Observe student drop-off, pickup, and transportation, if applicable,
- Observe a non-announced Fire Drill,
- Demonstrate appropriate financial management and audit system.

Once the External Review has been completed, the Evaluation Team will prepare a draft of the Accreditation Summary Report of the team's findings. Included in the report will be:

- Recognition of the institution's best practices,
- opportunities for improvement and
- improvement priorities.
- An overview of that draft will be shared with the school's administrative team during the exit interview.

Refer to the Accreditation Application for all associated fees and/or expenses.

Refer to Preparing for the Site Visit for additional details and sample schedule of the Site Visit.

8) FCCPSA Accreditation Committee Review:

The results of the Self-Study, External Review, and the institution's Continuous Improvement Plan will be presented to the FCCPSA Accreditation Committee in the form of the Accreditation Summary Report for review. The Accreditation Committee will:

- Recommend the school for accreditation to the Board of Directors or
- provide a list of areas of improvement that must be met before accreditation can be obtained or
- provide an accounting of why the accreditation has been denied.

9) FCCPSA Board of Directors Review:

The results of the Self-Study, External Review, and the institution's Continuous Improvement Plan will be presented to the FCCPSA Board of Directors by the Accreditation Committee in the form of the Accreditation Summary Report. The Board has the sole authority to:

- Grant the school full accreditation status or
- Refer the recommendation back to the Accreditation Committee with a list of areas of improvement that must be met before accreditation can be obtained or
- Reject the application for accreditation.

10) Maintaining FCCPSA Accreditation:

Accreditation is a continuous process. The institution must:

- Maintain membership with the FCCPSA,
- Submit an annual report each year detailing their progress on the schools Continuous Improvement Plan,
- Engage in ongoing self-evaluation from valid data collection and stakeholder communication,
- Report substantive changes. (Refer to the Maintaining Status Section of this manual for details on what constitutes a Major Change.)

NCPSA Accreditation:

Schools that successfully earn accreditation with the FCCPSA are Dual accredited with the NCPSA. The status of accredited schools is updated with the NCPSA once each year before the end of the Spring term for inclusion in the NCPSA Directory of Accredited Schools.

Cognia/SACS Accreditation:

For institutions that wish to add Cognia accreditation (which should be the goal of every institution), the school will need to complete the Cognia application with applicable fees. The Accreditation Summary Report will be provided to the appropriate Cognia office by the FCCPSA. Schools should not begin the process of dual accreditation with Cognia until after the school has been notified by the administrative office that the FCCPSA Board of Directors has approved the recommendation of the Accreditation Committee and been formally granted accreditation by the FCCPSA.

Note: Schools must appropriately refer to their participation in the accreditation program and report their status correctly and ethically, throughout the process. Any misrepresentation by an institution will result in the removing of the program from the accreditation process, loss of membership and forfeiture of any funds paid.

DISTRICT MODEL ACCREDITATION

Unlike a public-school district that has one, central administrative office but multiple campuses, most private schools have one, central location. The previous section "Membership to Full Accreditation Status" provides the process of accreditation for a private school with that singular operation. If a private school has or intends to operate multiple campuses with a centralized administrative organization, then the following guidelines would apply.

THE DISTRICT MODEL DEFINED:

(If a school has only one location, this section does not apply.)

The defining characteristic of the District Model is a school operation that has more than one campus location. For schools that operate in Florida, the Florida Department of Education Choice Office would require each campus to have its own School Code Number. Each location may share the same Foundational Principles, operational procedures and even have the same Head of School or administrator, with each campus having a principal or assistant principal to manage the day-to-day at each location. This example would mirror a public-school district, which has one set of Foundational Principles, and a superintendent that is the head of the district office and who supervises the administrative staff at each campus location. The various locations can operate exactly as another location in the system or have a more individualized purpose. An example of a more individualized purpose would be a system that had one location for Middle and High School students, with a different location for the elementary students.

Some examples that may appear to fall into the District Model, but do not, would include:
A school that operates on two or more pieces of land that are connected, but, due to zoning requirements, is required to have two school numbers, even though they operate as one location.
A school that has one, central administrative office but provides part-time classes at multiple locations and utilizes the same administrative and teaching staff. In this example, student cum folders is not maintained at the part-time class location.

SELF-STUDY AND SITE VISIT VARIATIONS FOR THE DISTRICT MODEL

The FCCPSA K-12 Accreditation Process is divided into four Groups, each with specific Standards that define a school operation. Each Group of Standard provides the school with the opportunity to view the school operation systematically and from the perspective of its various operations. In the District Model, some of those Standards would be evaluated at the district level, and others would be evaluated at each campus.

Additionally, some activities by the Site-Visit team would have to be completed at each campus. These would include, but not be limited to the review of student cum files, classroom observations, and the Safe, Sanitary, and Secure inspection that includes an unannounced Fire Drill. To properly prepare for the site visit, it is the responsibility of the Head of School to make sure the lead inspector is well informed on the range of activities at each location, so he or she can assemble a proper Site Visit Team. The following is a review of the adjustments in the process by Standard.

EVALUATED AT THE DISTRICT LEVEL:

Refer to the list below: "Evaluated at the District Level" would indicate a Standard that only one Self-Study Workook and Evidence is required as it refers to a Standard that applies to the entire school operation, regardless of location. Therefore, no additional Self-Study Workbooks are required from each campus.

EVALUATED AT THE DISTRICT LEVEL WITH SUPPORTING EVIDENCE FROM EACH LOCATION:

One Self-study Workbook from the district or administrative office. However, additional Evidence from each location is required to evaluate the narratives provided and to document that the same standards and procedures are in place at each location. No additional Self-Study Workbooks are required from each campus.

EVALUATED AT THE LOCAL LEVEL:

A Self-Study Workbook and Evidence for the indicated Standard is required for each location, and/or a physical inspection is required as part of the Site-Visit Evaluation.

Group One: Leadership Oversight

Standard One: The Institution
Evaluated at the District Level.
Includes: Purpose Statement, Achieving Desired Outcomes, Comprehensive Planning and Distance Learning Programs, if any.

Standard Two: Governance
Evaluated at the District Level.
Includes: Policy Development and Revision of Policies and Ethical Conduct and Professional Learning

Standard Three: Leadership
Evaluated at the District Level with supporting Evidence from each location.
Includes: Supervision and Evaluation Process, Standardized Processes and Procedures and Stakeholder Involvement

Standard Four: Improvement
Evaluated at the District Level.
Includes: Leadership Development and Collaboration and Data Collection for Decision Making

Group Two: Teaching/Learning

Standard Five: The Learning Culture
Evaluated at the District Level with supporting Evidence from each location.
Includes: Quality Learning Activities, Communication Skills and Student Advocacy

Standard Six: Curriculum Alignment
Evaluated at the District Level with supporting Evidence from each location.
Includes: Quality of Curriculum and Curriculum Alignment
Standard Seven: Instruction
Evaluated at the Local Level:
Includes: Flexible Instruction, Preparing Students for Success and Student Needs Analysis

Standard Eight: Evaluation for Improvement
Evaluated at the Local Level:
Includes: Processes of Assessment, Analysis of Assessment Data and Programs & Organization Evaluation

Group Three: Resource Allocation and Budget

Standard Nine: Resources Designated to Professional Learning
Evaluated at the District Level.
Includes: Use & Quality of Data for Professional Learning, Resources for Professional Learning and On-Going Professional Learning & Evaluation

Standard Ten: Recruitment and Retention
Evaluated at the District Level.
Includes: Recruitment and Retention

Standard Eleven: Resources Designated to Professional Practice
Evaluated at the District Level.
Includes: Technology Infusion and Resource Needs Analysis & Availability

Standard Twelve: Budget Process for Effective Use of Resources
Evaluated at the District Level.
Includes: Strategic Management of Resources and Budgeting Process for Effective Use of Resources

Note: All Standards for Group Four require Evidence and a physical inspection for each location.

Group Four: Compliance/Safety

Standard Thirteen: Regulatory Compliance
Includes: Federal and State Compliance, County and City Compliance and Florida Department of Education Compliance

Standard Fourteen: Employee Records
Application, Ethics in Education Requirements

Standard Fifteen: Student Records
Includes: Student Cumulative Files, Education Records and High School Transcripts

Standard Sixteen: Safe, Sanitary, Secure (All that apply to a specific campus.)
Includes: Emergency Procedures, Building, Classrooms, Bathrooms, Storage, Recreation Areas, Transportation and Cafeteria and Food Prep

Maintaining Status

Schools may be recognized as a Member Private Schools, Candidates for Accreditation, or Accredited Private Schools.

There are ongoing minimum requirements for maintaining each level, including annual reports, and a full Self-Study and Site-Visit every five years for K-12 FCCPSA accredited schools.

Member School:

To become an FCCPSA member school the educational institution must:

- be a private Christian school legally authorized to do business in the location where the school is located,
- be in compliance with requirements of the state or country where the school is located if any,
- certify that they are in compliance with the federal, state, and local regulations and/or requirements,
- be in agreement with the FCCPSA Statements of Faith, Mission, Vision, and Philosophy,
- complete and submit the Membership Application,
- pay the annual Membership Dues,
- fulfill all other policies, procedures, criteria, standards, etc., as specified and required by the FCCPSA in its official publications and announcements for continuation of membership.

To maintain Membership after the initial application, the educational institution must:

- Continue to meet the requirements listed above,
- complete and submit the Renewal Application annually.

Candidate for Accreditation K-12 School:

To become an FCCPSA Candidate for Accreditation, the educational institution must:

- be a Member School in good standing as defined in "Member School" above,
- be successfully operating for at least one year
- submit a complete Accreditation Application,
- submit a completed "Internal Review",
- host a "Site Readiness Review" conducted by the inspector assigned by FCCPSA Accreditation Committee to determine if the school has the ability to complete the accreditation process in a timely manner,
- pay all applicable fees,
- pay and attend in person, or via live stream or view and be responsible for the contents of the Annual Administrator’s Workshop

To maintain Candidate for Accreditation status, the educational institution must also:

- Attend the Annual Administrator's Workshop,
- submit a completed Self-Study within twelve months of earning Candidate status.

ACCREDITED K-12 SCHOOL:

To become an FCCPSA Accredited K-12 School, the educational institution must:

- be a member in good standing as defined in Member School,
- have completed the Candidate for Accreditation requirements detailed above,
- complete and submit the Self-Study Manual, including required documentation for review, by the site-visit team leader,
- host the Site Visit team,
- submit any additional documentation or evidence as requested by the Site Visit Team in the Accreditation Summary Report.
- make payment of all associated fees and costs.

NOTE: Due to the required lead time to schedule Site-Visit teams, most Re-Evaluation Visits for accredited schools will be scheduled the summer before the Self-Study and Evidence are due to be submitted. The Self-Study and required Evidence must be uploaded to the assigned Dropbox folder no less than four weeks before the scheduled Site Visit. Failure to submit a complete Self-Study on time will result in the school being referred to the FCCPSA Accreditation Committee for follow-up action, which may result in probation and/or loss of accreditation.

After the Self-Study and Site-Visits are complete, the following actions will occur:

- Presentation of the final Accreditation Summary Report by the Site Visit Team and recommendations to the Accreditation Committee. At this time, the Committee will make one of the following recommendations:
    - recommend status change to "Accredited" to the full Board of Directors,
    - recommend corrective actions and a deadline for revisions that must be submitted and reviewed for further action by the Committee, or,
    - deny "Accreditation Status" and stop the school's accreditation application.
- If submitted for approval by the Accreditation Committee, the Board of Directors will make one of the following decisions:
    - grant full accreditation status as recommended, or,
    - recommend corrective actions and a deadline for revisions that must be submitted and reviewed for further action by the committee
    - deny "Accreditation Status" and stop the school's accreditation

Accredited Schools are required to maintain their membership with FCCPSA in good standing and renew their accreditation annually. Annual Renewal consists of:

- being a member in good standing as defined above,
- completing and submitting to FCCPSA the Annual Report,
- attending the Annual Administrator's Workshop,
- having a member from each school participate in training to be a part of a site visit team by the end of the second year of accreditation,
- having a trained member of the school participate as a member of a site visit team no less than two years,

- report any Major Changes to the school's location or programs within sixty (60) days,
- may include a mid-term on-sight campus inspection
- submission of a completed annual Renewal Accreditation Application,
- submitting to a Five-Year Renewal Process via onsite inspection and completion of the Self Study Accreditation Manual including any revisions,
- payment of all associated fees and costs.

To maintain accreditation an FCCPSA Accredited K-12 School must:

- be a member in good standing as defined above,
- continue to meet the requirements of accreditation defined above.

MID-CYCLE VISIT:

The Mid-Cycle Visit is required for any institution after earning accreditation status for the first time, or if the program has a major change. The Mid-Cycle visit consists of:

- submission of compliance documentation and/or detailed description(s) of the major change, (Details of a Major Change is on the following page)
- hosting the Renewal Site Visit team, which will include a review of basic operations, staff and student files, including high school transcripts, and a Safe, Sanitary, Secure site inspection,
- submitting any additional documentation as requested by the Site Visit Team in the Summary Report.

FIVE YEAR RENEWAL CONSISTS OF:

- submission of a complete Five-Year Renewal Application,
- completion and submission of the Renewal Self-Study Workbooks and submission of required documentation for review,
- after review of the Renewal Self-Study Workbooks by the Site-Visit Team Leader, submission of any additional documentation requested, in advance of the site visit,
- host the Renewal Site Visit team,
- submit any additional documentation as requested by the Site Visit Team in the summary report.

After the Self-Study and Site-Visits are complete, the following actions will follow:

- Presentation of the Accreditation Summary Report by the Site Visit Team and recommendations to the Accreditation Committee. At this time, the committee will make one of the following recommendations to the Board of Directors:
- recommend status remain "Accredited",
- recommend corrective actions and a deadline for revisions that must be submitted, and reviewed for further action by the Committee, or,
- deny "Accreditation Status" and stop the school's accreditation.

If submitted for approval by the Accreditation Committee, the Board of Directors will make one of the following decisions:

- grant full accreditation status as recommended, or,
- recommend corrective actions and a deadline for revisions that must be submitted and reviewed for further action by the committee,
- deny "Accreditation Status" and stop the school's accreditation.

MAJOR CHANGE:

K-12 Schools have the obligation to report major changes to the FCCPSA administrative office within sixty (60) days of the occurrence. Most Major Changes require a one-day compliance visit. Examples of a major change would include, but is not limited to:

- changes in the actual or apparent mission of the institution or its educational objectives,
- administrator or significant leadership change,
- significant change in staff of 25%,
- significant changes in the character or nature of the student body of the institution,
- initiation of new academic programs,
- change in the method of delivery of courses or programs,
- establishment of a new or additional campus location,
- addition of additional or new classroom facilities, including modular units.

PROBATION:

A K-12 Member School, Candidate for Accreditation School, or Accredited School will have their status placed on "Probation" when it is determined that the program is out of compliance such that the quality of the program is at risk.

In all cases, "Probation" means that the program's status is in jeopardy, and that, if the identified issues are not corrected in the time prescribed by the appropriate Office or Committee membership and/or accreditation will be withdrawn.

For failure to meet membership and notification requirements the probation notice will be issued by the FCCPSA administrative office. Examples of administrative non-compliance issues include but are not limited to:

- Failure to submit annual membership or accreditation applications.
- Failure to submit annual reports. (Due the last Friday of October each year)
- Non-payment of fees or dues.
- Failure to notify the FCCPSA Administrative Office of a Major Change within sixty (60) days.
- Failure to submit a required Self-Study or host a required Site-Visit for re-accreditation when due.

All non-administrative compliance issues are referred to the Accreditation Committee which will determine the required corrective actions, and time allotted for the institution to make corrections and if needed require the school to host a modified Site-Visit for re-evaluation. Examples of non-administrative issues include but are not limited to:

- The evaluative criteria used to grant the former status,
- Published policies of the FCCPSA such that the quality of the program is at risk,
- The program fails to address citations in a timely manner.

Any school or program directly affected by actions taken in accordance with the provisions of these policies may submit an appeal in writing to the President of the Association requesting a reversal or modification of the action taken.

The appeal shall clearly set forth the appellant's position with regard to each aspect of the action(s) being appealed and provide any additional evidence or information for consideration by the Board.

- The appellant shall be responsible for and shall pay all expenses incurred by the Corporation related to the appeal including, but not limited to, all travel and lodging expenses.
- The appeal must be submitted to the President within thirty (30) days of the action being appealed.
- The President shall then present such appeal to the Board at the next regularly scheduled Board meeting or special Board meeting at which a quorum is present.
- The Board shall evaluate the appeal on its merits, conduct additional investigations, and/or inquiry if deemed necessary at the sole discretion of the Board, and then notify the appellant of the Board's decision via registered mail.

Loss of Status:

Loss of membership, accreditation or partnership status by a school/program or a change in membership may be imposed for failure to fulfill policies, procedures, criteria, standards, as specified and required by the FCCPSA in its official publications, announcements, and any other actions that the board deems in conflict with its vision, mission, and philosophy.

This loss of status change or probation shall become effective immediately or on the date specified on the notification. Notification will be sent by registered mail by the President upon authorization of the Directors. The Board of Directors, at a regularly scheduled meeting or a special meeting, shall give such authorization only after a majority vote of approval, with a quorum present.

Loss of Status Appeal Process

Any school/program/center or person directly affected by actions taken in accordance with the provisions of these Bylaws may submit an appeal in writing to the President of the Association requesting a reversal or modification of the action taken.

- The appeal shall clearly set forth the appellant's position with regard to each aspect of the action(s) being appealed and provide any additional evidence or information for consideration by the Board.
- The appellant shall be responsible for and shall pay all expenses incurred by the Corporation related to the appeal including, but not limited to, all travel and lodging expenses.
- The appeal must be submitted to the President within 90 days of the action being appealed.
- The President shall then present such appeal to the Board at the next regularly scheduled Board meeting or special Board meeting at which a quorum is present.
- The Board shall evaluate the appeal on its merits, conduct additional investigations, and/or inquiry if deemed necessary at the sole discretion of the Board, and then notify the appellant of the Board's decision via registered mail.

Program Types and Components of Programs

Because the methods and options available to schools are advancing at such an accelerated pace, a term used a few years ago may have changed in meaning or may even mean different things to other members of the community. Sometimes a term like "virtual" is used to describe a complete program, or just a component of a larger program. To avoid as much confusion as possible, several common terms are defined here so that all members of the school and accreditation team will have the same understanding.

Program: "A plan or system under which action may be taken toward a goal".

Indicator 1.1.B requires: "*a detailed description of each academic program*". The term "Program" as used in this manual and the accreditation progress refers to a fully-functioning, inclusive educational system that meets the goals of the institution.

A school may have more than one Program, and each Program may have several Components, but each Program must have a detailed description in the Self-Study. This is known as a school within a school. An example would be a Campus or Classroom-based "Program" that makes some or all of its high school courses available to home-based students on-line via a Learning Management System. Because the student evaluation process is different in the two programs, each would need a detailed description in the Self-Study.

Program Type Refers to the Overall System of Instruction:

The four Program Types are:

Campus or Classroom: Refers to a physical campus program where the student physically attends that location. Attendance and seat hours of instruction are generally completed on-site. The Program may have some off-site Components like Dual-Enrollment with an area State or Community College or the Florida Virtual School, but the primary delivery of instruction is on-site.

Virtual: Refers to an educational program that uses the internet as the primary delivery method for course content, instruction, and evaluation of the student. A "Virtual Program" would refer to a system where the students are enrolled full-time and all the academic planning, curricula, teaching staff, evaluation and graduation requirements, including issuing of transcripts, are supervised by the school, but the students are not at the school's physical location when they receive instruction.

Distance Learning, Home Based or Homebound: A system that does not take place at the school's physical location, virtual network or through a learning management system. Classroom materials are approved and/or provided by the school, completed by the student in a manner and structure approved by the school, and then returned to the school for verification and assessment.

Blended: Refers to a system that combines a Campus Program with a virtual or homebound component. An example would be a Campus Program where the students attend two or three days each week but complete some of the course material through the school's virtual or learning management system off campus.

Components That May Be Included in a Program:

Component: "A constituent part or ingredient used in the makeup of the unit or program".
The term "component" as used in this manual and the accreditation process refers to the many individual or Sub-Parts of a particular program.

If the component is provided by a third party as in Dual Enrollment the school must have and active Articulation Agreement. Refer to the appendix for a sample.

This list is not designed to be an exhaustive list, as innovation in the delivery of course content will continue to take place. Any educational component not detailed here, requires an explanation.

Campus or Classroom Component:
A physical campus program where the student physically attends that location If students do not attend full-time (five days a week, 180 days a year) then it is a component of a Blended Program.

Distance Learning or Homebound:
An option where some courses may be taken on-site via a virtual system, or the materials can be completed at home.

Flex Student:
In this school structure, a student can take courses through one or more of the program options, but the student is not an enrolled full-time. The student may be a county registered homeschooler, or a student in another school who is making up credits.

Learning Center, Modular or Self-Paced Component:
Multi-graded environment, students work independently in curriculum units, with teachers' supervision and guidance. The process is teacher-reactive to content, where the student requires assistance, instead of teacher-directed. (ACE Paces, Alpha Omega Lifepacs etc.)

Tutoring Component:
Refers to small group or one-on-one instruction for subject areas that individual students need additional help to master. (Typically reading, math, etc.)

Virtual Component:

An educational program that uses the Internet as the delivery method for course content, instruction, and evaluation of the student progress for some, but not all courses

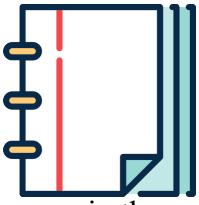
Adult Education Component:
A system where a student past the normal graduation age could complete his graduation requirements and earn a standard high school diploma

Career Academy Component:
The purpose of Career Pathways is to prepare students to enter and succeed in a career, vocational or trade school.

NOTE: Home-schooling cannot be a component of a private school, as the Florida Statutes defines 'homeschooling" as being registered with the public-school district, they can however be Flex students in one or more of the schools' defined programs.

Understanding the Structure of the Standards

Groups:



The four Groups are designed to provide a specific perspective (or view) of the institution. It could be thought of as four books about the institution, each from a different vantage point. The Leadership/Oversight Group begins with the foundational purpose of the school, then moves on to how it is governed, followed by the leadership structure, and finishes with how the school plans for improvement. Nothing about what goes on in the classroom is specifically covered, because that perspective has its own Group or "book": The Teaching/Learning Group.

Standards:

Each Group is then divided into four Standards (or sections) that focus more directly on a particular component, much like a chapter in a textbook. For the Teaching/Learning Group, the Standards are: The Learning Culture, Curriculum, Instruction, and Evaluation for Improvement. This is the level where small group teams are often assigned. When assigning teams to work on individual sections or Standards, it is necessary for each member of the team to understand both the overall structure of the Groups, as well as the individual components as detailed in the Standards. This better equips the team to be able to respond to the questions and provides evidence that accurately reflect the context of the Standard.

Indicators:

To make the task more manageable, each of the four Standards have been divided into several incremental Indicators that are grouped within the Standards. Continuing to use the textbook analogy, we are now down to the lesson for the day. This would be a narrow topic in a group of topics that make up this chapter of the book. At this point, the focus is on one specific principle, process or outcome within the larger context of the school's operation.

Performance Levels:

At last we are ready to begin answering specific questions and providing evidence of compliance. Just like a homework assignment or quiz, the Performance Level describes what this Indicator looks like when put into practice by a quality institution. Each committee assigned to a Standard will provide a narrative of the institution's current operation, as well as a self-assessed score based on the rubric provided. Additionally, the team will provide documentation and/or evidence in support of the indicated performance.

The individual or committee assigned to a Standard or Indicator in the school will provide:

1) A narrative of the institution's current operation that specifically addresses the performance level questions, as well as,
2) reference to the appropriate policy or procedure that governs the topic of the indicator,
3) documentation and/or evidence in support of the indicated performance,
4) a self-assessed score based on the rubric provided.

Outline of the Groups and Standards

The first step in completing any of the Self-Study workbook components is to determine the context of the Indicator. For the same reason that we do not build a biblical doctrine from one verse of scripture without considering the context of the chapter and the book that it is a part of, we cannot prepare a proper response to any of the standards without first reviewing the Group of which the standard is a part.

The administration has the duty to ensure that each member of a team tasked with a Group, standard or indicator fully understands the context of the section to which they are assigned.
NOTE: Before any team begins working on a section, they should first review the Foundational Principles of that Standard and the Terms and Definitions, so that the proper perspective and context will be applied to the process.

An overview outline of each of the Groups, Standards and Indicators is listed next. Depending on the size and scope of the institution, the Self-Study Workbooks can be divided into appropriate teams or committees by an entire Group by a Standard or as small as an Indicator.

Group One: Governance and Administration

Standard One: The Institution
- Indicator 1.1: Purpose Statement
- Indicator 1.2: Achieving Desired Outcomes
- Indicator 1.3: Comprehensive Planning
- Indicator 1.4: Distance Learning Programs

Standard Two: Governance
- Indicator 2.1: Policy Development and Revision of Policies
- Indicator 2.2: Ethical Conduct and Professional Learning

Standard Three: Leadership
- Indicator 3.1: Supervision and Evaluation Process
- Indicator 3.2: Standardized Processes and Procedures
- Indicator 3.3: Stakeholder Involvement

Standard Four: Improvement
- Indicator 4.1: Leadership Development and Collaboration
- Indicator 4.2: Data Collection for Decision Making

Group Two: Teaching/Learning

Standard Five: The Learning Culture
- Indicator 5.1: The Culture of Learning
- Indicator 5.2: Quality Learning Activities
- Indicator 5.3: Communication Skills
- Indicator 5.4: Student Advocacy

Standard Six: Curriculum Alignment
- Indicator 6.1: Quality of Curriculum
- Indicator 6.2: Curriculum Alignment

Group Two: Teaching/Learning (continued)

Standard Seven: Instruction
- Indicator 7.1: Flexible Instruction
- Indicator 7.2: Preparing Students for Success
- Indicator 7.3: Student Needs Analysis

Standard Eight: Evaluation for Improvement
- Indicator 8.1: Processes of Assessment
- Indicator 8.2: Analysis of Assessment Data
- Indicator 8.3: Programs & Organization Evaluation

Group Three: Resource Allocation and Budget

Standard Nine: Resources Designated to Professional Learning
- Indicator 9.1: Use & Quality of Data for Professional Learning
- Indicator 9.2: Resources for Professional Learning
- Indicator 9.3: On-Going Professional Learning & Evaluation

Standard Ten: Recruitment and Retention
- Indicator 10.1: Recruitment and Retention

Standard Eleven: Resources Designated to Professional Practice
- Indicator 11.1: Technology Infusion
- Indicator 11.2: Resource Needs Analysis & Availability

Standard Twelve: Budget Process for Effective Use of Resources
- Indicator 12.1: Strategic Management of Resources
- Indicator 12.2: Budgeting Process for Effective Use of Resources

Group Four: Compliance/Safety

Standard Thirteen: Regulatory Compliance
- Indicator 13.1: Federal and State Compliance
- Indicator 13.2: County and City Compliance
- Indicator 13.3: Florida Department of Education Compliance

Standard Fourteen: Employee Records
- Indicator 14.1: Application, Ethics in Education Requirements

Standard Fifteen: Student Records
- Indicator 15.1: Student Cumulative Files
- Indicator 15.2: Education Records
- Indicator 15.3 High School Transcripts

Standard Sixteen: Safe, Sanitary, Secure
- Indicator 16.1: Emergency Procedures
- Indicator 16.2: Building, Classrooms, Bathrooms, Storage
- Indicator 16.3: Recreation Areas
- Indicator 16.4: Transportation
- Indicator 16.5: Cafeteria and Food Prep

Completing the Self-Study Workbooks

The Self-Study is the primary vehicle used by the External Review Team for the evaluation of the institution's current status, and the actions and goals that have been identified for improvement. Much of the focus for the on-site visit will be based on the Self-Study findings.

The Self-Study Workbooks serve four major functions:

1) A narrative of the institution's current operation that specifically addresses the performance level questions as well as the additional Focus questions at the end of each Standard.
2) Reference to the appropriate policy or procedure that governs the topic of the Indicator.
3) Documentation and/or evidence in support of the indicated performance.
4) A self-assessed score based on the rubric provided.
(Self-Ranking descriptions are detailed in point 5, under Accreditation Committees).

Accreditation Committees:

Depending on the size and operations of the school, the structure of each individual Accreditation Committee or Team can vary greatly. Larger schools will want to have a Steering Committee to oversee the progress of each of the smaller, individualized committees. The number and focus of each individualized committee will also depend on the size and complexity of the institution.

Each of the four Groups has been divided into four sections.
This allows for smaller committees to focus on just one of the twelve sections (or multiple sections), depending on the makeup of the team. Each group will be tasked with completing the following tasks for each Standard and Section:

- Provide a complete and accurate response for each Standard and/or Indicator Section. The narrative should be adequately detailed, but concise.

- The response is to be based on investigation as to what is currently being implemented by the administration, taught in the classroom and experienced by students, parents, etc., as opposed to what was intended or envisioned.

- After determining what the current operational status is, comparing that status with the school's Christian philosophy and student expectations is crucial to determine what course of action may be needed to effect needed improvement.

- Provide a list of evidence where appropriate to substantiate the response.

Quality Ranking

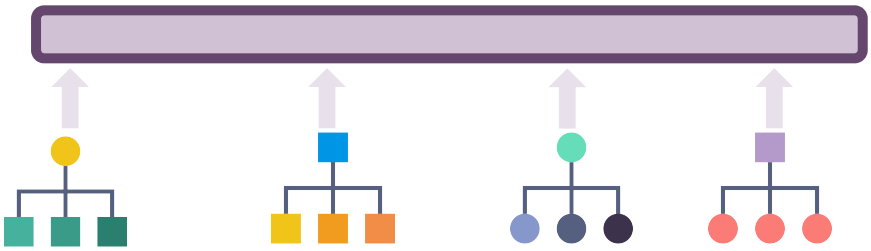
Provide a Ranking from 1-4 for each Indicator based on the Performance Levels detailed in the Accreditation Manual.

- **Four points** for "Highly functional evidence indicates practices and procedures are actively implemented, effective and consistently implemented". The Institution meets or exceeds every indicator, in both practice and documentation.
- **Three points** for "Operational evidence indicates practices and procedures are actively implemented". The Institution meets most of the indicators and has documentation to verify the on-going operational compliance.
- **Two points** for "Emerging evidence indicates early or preliminary stages of implementation of practice". The Institution meets some of the indicators, but lacks full documentation of required practices, or on-going development.
- **One point** for Not Evident "Little or subjective evidence only exists".
  The Institution may be meeting some of the indicators, but there is no evidence that the compliance is based on directed actions or has documentation that the practice has on-going administrative support.

The members of each Accreditation Committee or team should include as many stakeholder groups as possible. The biblical principle that in "the multitude of counselors is wisdom" has a direct application to this process. While the makeup of each team should include individuals with expertise in the subject matter of those standards, it should not be limited to the "insiders" who can be so closely involved with the day-to-day operations that they may not have the perspective to step back and see the big picture, or approach the concept from a different vantage point. The following is an example of some stakeholders to consider for committee assignments.

Governing body member
Faculty member
Teacher
Coach
Secretary
Food service personnel
Parent-teacher organization representative
Pastor
Student leader

Executive leadership (Administration)
Admissions director
Guidance counselor
Nurse
Driver
Chaplain
Parent
Community member
Student organization leader



Narrative Response

On the following page is an example of a Response Narrative for Indicator 1.1 A and B.
For each of the Indicators there will be two narrative responses, one for each component A and B. The response should be a concise analysis or description of the quality and/or effectiveness of what is currently in operation at the institution. The Response and Self-Grading Score from page 3 of the Self-Study Workbook have been completed, as well as the list of Evidence submitted.

NOTE: For manuals that will be referred to many times during the accreditation process, the name of the evidence and the pages referred to in the response are listed here. The document is only submitted once.

At the end of each section, additional Narrative and Focus Questions are provided as part of the Standard Review. These questions serve as a mechanism for the institution to provide insight into the uniqueness of the individual school and to identify areas of strength and weakness, as well as plans for improvement. Focus Questions are numbered to match the Indicator they are in reference to. The Narrative Questions, as well as the Response for Indicator 1.2.A, 1.2.B, 1.3.A and 1.3.B, have not been answered in the sample on the next page, but are listed here for reference.

From the Leadership Oversight Group, Standard One, The Institution
(Purpose Statement, Achieving Desired Outcomes, Comprehensive Planning)

Focus Question 1.1: *How does the school/program ensure that it is distinctively Christian in its philosophy and practices?*

Focus Question 1.2: *What is the best practice the school/program initiates to create a culture of shared Christian beliefs, standards, and core values amongst its leadership, faculty, staff, parents, and students?*

Focus Question 1.3*: Based on the foundational principles of your school, how would you define measurable results or evidence of improved student learning? How would you apply that data to a continuous improvement process?*

Areas of Strength: *What are your areas of greatest strength and why?* [**Scores of 4 or 3**]

Maintaining Quality: *What actions are you implementing to sustain the areas of strength?*

Areas of Weakness: *What are your areas of weakness and why?* [**Scores of 2 - 1**]

Plans for Improvement: *What are your plans for improvement?*

SELF-STUDY WORKBOOK SAMPLE:

Indicator 1.1.A asks four specific questions that are designed to provide detailed insight into the Purpose Statements of the institution, including what the vision or mission of the institution is, how it is evaluated for change over time (including who has input into what those changes or clarifications should be), and the details of that process.

The narrative responses should answer the questions in detail and provide links to the documentation that support the narrative.

Group One: Standard One: The Institution: Indicator 1.1: Purpose Statement
The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.

Perspective: Answer these questions from the perspective of the institution itself.

Group One: Leadership Oversight / Standard One: The Institution **Indicator 1.1 Purpose Statement:** The Institution commits to a Purpose Statement that defines beliefs about teaching and learning, including the expectations for learners.		
Indicator 1.1.A	Process and Collaboration	(K-12 Accreditation Manual, Page 38)
a) The Institution has a clearly defined purpose as expressed in their foundational documents, including non-discrimination policies, (typically detailed in Vision, Mission, and Philosophy of Education Statements).		
1) Which ranking best describes the Institution for Indicator 1.1.A(a)? Highly Functional Operational Emerging Not Evident		
2) Provide a narrative for Indicator 1.1.A(a) *Include references to evidence that support the narrative: i.e., Vision Mission Statements published locations. *The school has a clearly defined vision, mission and purpose in their Foundational Documents, including a Non-Discrimination Policy, they are printed throughout our manuals and on the school website. (See page 3-5 of the Parent/Student Manual, and the About Us page of the website for the Mission Statement and Non-Discrimination statements.)* *The **Mission Statement** is the foundation for all policies of the school: "To provide quality Kingdom educational opportunities for families in both traditional and non-traditional classroom settings—that our students would be fully prepared for ministry and vocation."* *Education, therefore, takes place in a variety of settings based on a partnership between professional teachers, community partners, and parents.* *These principles of our Vision and Mission are foundational in every part of the school, from our initial interview of all that participate in our program, including (faculty, parents, students) to the training of each participant to the implementation of our program.* *The **Non-Discrimination Policy:** "The School" admits students of all races, colors, national and ethnic origins to all the rights, privileges, programs, and activities generally accorded, or made available to students at the school. It does not discriminate based on race, color, national, or ethnic origin in administration of its educational policies or other school-administered programs. "The school" does not discriminate based on race, color, age, sex, physical handicap, national or ethnic origin, in the administration of personnel and hiring policies. Such discrimination would be contrary to our Statement of Faith, but most importantly to the very Word of God.*		

b) The Institution has a documented and systematic process for the development and/or review of those statements.

1) Which ranking best describes the Institution for Indicator 1.1.A(b)?

Highly Functional Operational Emerging Not Evident

2) Provide a narrative for Indicator 1.1.A(b) *Include references to evidence that support the narrative.

The basic core vision of the church/school is not up for review, as it came originally from the Lord and is not up to a vote. However, the scope of our mission and how that is applied continually grows and changes as we follow the leading of the Lord to impact our community.

The details of the process are outlined in the Administrator's Manual on pages 23-26, and include input from relevant stake holders, a timeline of clarifications, and/or revisions to be reviewed by each department head with recommendations to the full Board each year.

c) The Institution has a process by which collaboration and input from all representative stakeholder groups is available and valued.

1) Which ranking best describes the Institution for Indicator 1.1.A(c)?

Highly Functional Operational Emerging Not Evident

2) Provide a narrative for Indicator 1.1.A(c). *Include references to evidence that support the narrative.

The process to evaluate how we are walking out our vision and mission to empower parents and provide quality Kingdom opportunities is regularly reviewed at staff meetings, and specifically reviewed annually by the full Board to approve changes to the program based on staff input, interviews (formal and informal, including confidential surveys) with both parents and students.

Refer to

1.1.A Staff training agenda 8-1-19

1.1.A Board meeting summary 2-15-18 (agenda item IV)

1.1.A 19-20 Parent Surveys – questions 11 and 12

1.1.A 19-20 Staff Surveys - questions 7 and 9

d) The Institution ensures that the purpose statement is well-articulated, and widely communicated.

1) Which ranking best describes the Institution for Indicator 1.1.A(d)?

Highly Functional Operational Emerging Not Evident

2) Provide a narrative for Indicator 1.1.A(d). *Include references to evidence that support the narrative.

The Purpose Statements are in every handbook and brochure shared with families, including the school website. In addition, they are reviewed as part of the enrollment process both with parents and students, including acknowledgment of agreement with those statements as part of the application for enrollment. A similar process is followed with the hiring of all school staff. Refer to the:

Parent/Student handbook, pages, 3-5,

Staff Handbook pages 6-8, and

the website About Us page.

EVIDENCE/DOCUMENTATION

The process of accreditation serves many purposes. A primary goal of accreditation is the establishment of credibility across a wide range of standards. This is accomplished through the examination of evidence, documentation, interviews and physical inspection. With the expansion of educational delivery options (including virtual and blended learning opportunities), the examples provided for specific policies, procedures or examples of evidence may not apply to the individual program offered at the candidate school, or they may present themselves in a different format than they did even a few years ago.

If the delivery methodology of the institution differs significantly from the five day a week campus model, an explanation should be provided in the narrative for that Indicator, so the External Team has a clear understanding of how to apply the Standard or Indicator properly.

In addition to establishing credibility, the accreditation process also provides an opportunity for the institution to internally examine a wide range of procedures and operations based on the school's foundational principles. From that perspective, the self-examination process guides each member of the schools Accreditation Committee through a series of questions or statements within the context of its Group and Standard. This process is designed to be thought provoking, informative, and lead to goal setting through the ongoing development of a Continuous Improvement Plan, based on best practice models illustrated within the Indicator.

EVIDENCE

Evidence is an essential component of the Accreditation Review. During the Narrative process, it is essential that the school clearly identify the documentation that specifically addresses the school's operation as described in the Narrative. This begins with reference to the specific Administrative or Policy Manual where the school's standard operating practice is documented. All manuals that will be referred to multiple times have their own Dropbox folder, so they can be uploaded once. The Self-Study Workbook sample provides examples of how this evidence is to be identified in the Narrative Section of each Indicator and loaded into the proper Dropbox folder.

If the school articulates a policy or procedure in the Narrative, then there should be evidence of its practice. There are a few exceptions for activities that must be observed by the Site Visit Team, but even those should (in most cases) have documentation that the administration conducts regular observations to ensure the guidelines are being practiced.

Institutions that fail to provide adequate documentation or do not clearly match the Narrative responses to appropriate or relevant evidence may not be able to complete the Accreditation Evaluation during the scheduled Site Visit. The result can range from requiring the school to provide additional evidence within a specified time frame, having to schedule a follow-up Site Visit to verify compliance, or loss of accreditation.

After each Indicator in this manual is a page listing Evidence (Required and Examples) which is provided to give specific guidance on the types of evidence that may be submitted during the accreditation process. The page is divided into three sections: Required Documentation, Highly Functional Exemplars, and Examples of Possible Evidence. *These are detailed on the next page.* The submission of evidence should be coordinated among the various internal accreditation teams, as the same item (like parent surveys) will be used to meet the requirements of more than one Indicator but should only be submitted once.

In cases where the current operation of the institution does not meet the Highly Functional, or Operational level (as detailed by the Highly Functional Performance Levels of the Indicator), the narrative should include a description of the continuous improvement steps that will be developed for that component.

1) Required Documentation

An institution cannot complete the accreditation process without this specific evidence.

2) Highly Functional Exemplars
An institution cannot earn the ranking of Highly Functional in any indicator without this specific evidence.

3) Examples of Possible Evidence
This is a list of items that may be evidence for an indicator. This is not a comprehensive list, but rather suggestions to help you begin the process of documentation.

0-Manuals, Handbooks, Brochures Etc.
All handbooks that contain policy or day-to-day operational specifics are to be submitted as part of the self-study process, including materials that are given to prospective families and families that enroll. Some items such as fire inspection reports and occupational permits will be individual items or a collection of files. Most of the policies and procedures should be an organized collection of files or a manual. Either format is acceptable, provided a complete index is included. The names listed below are for descriptive purposes only, as each institution is unique. It is understood that the structure of its documentation may be very different than the illustration provided.

Examples of <u>Manuals and Brochures</u> that are to be submitted in their entirety:
Enrollment packets given to prospective families
School Board or Governing Body Policy Manual
Operations or Procedures Manual (If it contains policies.)
High School Planning Guide/Course Catalogue
Continuous Improvement Plan
Administrative Policy Manual
Staff handbook or manual
Parent/Student handbook
Athletics Handbook

Examples of <u>Documents or Evidence</u> that are to be submitted:
Annual Database Survey
Florida Department of Health Inspections
Fire Drill Log
Classroom Observation Forms
Occupational Permits or Licenses
Fire Marshal Inspections
Playground Inspection Form and Log
Stakeholder Surveys that include specific feedback components:
Climate/Culture
Student Inventory
Teacher Inventory
Impact of Instruction

The FCCPSA holds all private information of the school in confidence.

SUBMITTING EVIDENCE/DOCUMENTATION

Because each private school is unique, the organization of its documentation will be unique as well. Much of the information required for the proper evaluation of the school is contained in multiple publications that may or may not have titles in common with other schools. To eliminate the need to submit the same document multiple times in response to different standards or indicators, this Self-Study system is designed for you to upload each publication once, and then direct the evaluation team to the page or content needed for the specific question.

DO NOT SUBMIT THE SAME DOCUMENT MULTIPLE TIMES!

The "Supporting Evidence section under each Indicator in the Workbook provides a place to list all of the documents that are to be used as evidence for that specific Standard.
Many of the school's publications like the Student/Parent Handbook, Administrative Handbook, Standard Operating Procedures Manual, High School Planning Guide, etc. will be referred to multiple times. They are to be uploaded just once, then the publication and page number can be listed in the Narrative and Supporting Evidence section.
Example for Indicator 1.1.A the school's Vision Statement:
Web page: www.myschool.com/about_us.html
Student Parent Handbook: Page 7
Staff Handbook: Page 8
High School Planning Guide: Page 12

Once the application for accreditation has been approved, the school will be invited by email to a secure Dropbox folder for the submission of workbooks, and evidence. If multiple members of the administrative team, will be authorized to submit evidence those details should be communicated to the accreditation team leader so they can be invited to the secure folder.

When you accept the invitation, you will see a file folder with the school name. Inside that folder will be six individual folders for uploading the Group workbooks and the related evidence.

0- Manuals, Handbooks, Brochures Etc.
This is the folder for items that will be referenced multiple times.

1-Group One Workbook-Evidence
See Folder Rules Below

2-Group One Workbook-Evidence
See Folder Rules Below

3-Group One Workbook-Evidence
See Folder Rules Below

4-Group One Workbook-Evidence
See Folder Rules Below

Notes: Communication, Etc.
This folder is for any notices or communications that do not have a designated home elsewhere in the Dropbox

The folders for each Group 1-4 are for submission of the Self-Study Workbooks and Evidence for each Group. These folders will contain the latest version of the Self-Study Workbooks for that Group. These should be downloaded and completed on a local computer.

DO NOT EDIT THE WORKBOOKS FORM INSIDE THE DROPBOX,
Anyone who has access to the Dropbox can make changes, including accidentally erasing content.

The Workbooks are PDF documents that you should be able to type inside the appropriate box. If you have an issue with the PDF version, contact the office or the Director of K-12 Standards and Accreditation and request an MS Word version.

The following rules apply to the submission of Self Study Workbooks and Evidence.

Do not change the name of the provided folders.
If you are submitting multiple documents for the same Indicator, you may add sub-folders inside that folder to organize the evidence into groups.

The format of the Dropbox folders is designed so that all members of the Site Visit Team can quickly locate the appropriate evidence that have been submitted by the institution. The folders follow the structure of the Groups, Standards and Indicators as detailed in this Accreditation Manual. If the content is not consistent with that format, the school will be required to re-submit the Evidence in the proper format before the Self Study Workbooks will be reviewed.

The name of each workbook should be changed to reflect the name of the Candidate School before uploading to the Dropbox for review. (As in ABC School, Standard 1 Workbook, instead of 1-Standard One Workbook 5.0)

Evidence that are published in another manual or resource are not required to be uploaded separately for each Indicator to which they apply, provided the publication that contains the policy has been uploaded to the 0-Manual folder, **and** the exact location of the policy or statement is clearly referenced in the narrative for that Indicator. (Exact means the name of the publication and page number, at a minimum.)

Documents or Evidence must be uploaded to the appropriate Group folder **and** given a name that allows for Evidence to be referenced with the Indicator to which they apply. This is accomplished by adding the number of the associated Indicator in front of the document name.

Example: (Inside the Group One Folder)
0-ABC School Group One Workbook
1.1.A Purpose Statements
1.1.A Non-Discrimination Statement
1.1.A Vision/Mission Review Process
1.2.A Staff and Parent Surveys (input related to school improvement)
1.2.B School Board Minutes review of progress gains math
1.3.A Continuous Improvement Plan

THE SITE VISIT

Every school is unique, so no two site visits will be the same. The majority of Site Visits will be scheduled for three days. However, the number of days scheduled, and the number of inspectors will vary as may some of the procedures listed below and depending on the program type and scope of the overall school operation.

While the documents and evidence submitted during the Self-Study phase will be reviewed as a part of the Site Visit, some items and or requirements are best observed during the site visit. Several check lists are provided in the appendix at the end of this manual which will be used by the site visit team and should be carefully reviewed by the appropriate staff in preparation for the inspection. (Group Four)
Compliance with state, local and funding organizations requirement.
Classroom Inspection
Playground Inspection
Vehicle Inspection
Kitchen Inspection
Student File Checklist
eleot (classroom observation) Evaluation Sheet

OBJECTIVES OF THE SITE VISIT:

The objective of the site visit is to:

1) Evaluate whether the operation of the institution meets Standards for accreditation.
2) Evaluate the administrative operations to determine if an adequate system is in place to ensure effective day-to-day operations based on the standards.
3) Evaluate the practices and processes to determine if the school is on a deliberate path to fulfilling its stated goals and mission. (Does the school do what it says it does?)

These goals are accomplished through a series of observations, interviews, and inspections.

The FCCPSA is committed to a culturally relevant peer review process. The individuals who will be part of the team will have actual experience in a Christian Private School setting. Additionally, they will have relevance experience for the Group(s) that they are assigned to review. Group two (Teaching/Learning) for example if the program has a traditional five day a week class structure, will have an inspector who has experience in the classroom, and the supervision of teaching staff.

In accordance with peer review norms and accreditation policies and procedures, no Site Visit Team member will make any disclosure about any program's individual application for accreditation. Nor will any member of the Site Visit Team make any disclosure about the investigations and recommendations that resulted from the site visit made in its report to FCCPSA. They may ask permission to borrow some of the best practices they have observed to make improvements in the program they oversee.

Preparing for the Site Visit:

Once the Self-Study has been reviewed by the accreditation team, the date for the on-site visit by the External Review team will be determined by the team leader and the institution's contact person.

The hosting school has the following responsibility for the External Team:

1) Hotel accommodations

Rooms that are clean, safe and as centrally located as possible. In addition, the hotel should have a restaurant, or a full breakfast bar, for the team's morning meal and a place to meet and review notes at the end of each day. The team leader and the Director of K-12 Standards and Accreditation should be provided with the reservation details at least two weeks in advance so he can communicate the details to the Site Visit Team.

NOTE 1: Dates: The team will need **to check in the evening before the inspection**, so if the first day of the site visit is a Wednesday, the reservation needs to begin on Tuesday evening with checkout on Friday morning for a three-day visit.

NOTE 2: Reserving a hotel room with a credit card will not allow the inspectors to check in. The school will need to contact the hotel to complete a "***Credit Card Authorization Form***" that authorizes the hotel to charge the school's credit card for the reserved rooms.

NOTE 3: Please include the names of the inspectors on the reservation. If they are not listed and arrive late in the evening, they will not be able to access the room that the school has paid for.

2) Lunch on site each day.

For efficiency, the lunch should be on-site and appropriate for a working lunch.

3) Meeting / Work Room:

The visiting team will need a suitable meeting room to review exhibits, take breaks, conduct interviews, and hold team meetings. The workroom should be centrally located, large enough to accommodate the team (including tables), secure for personal items, (laptops etc.), and not used by faculty or staff during the process. Access codes for the institution's internet system will be needed so that documents and reports can be updated in real time.

Day One Arrival

The team will plan on arriving at the school's campus between 8:30 and 9:00 a.m. This will allow students to be settled in class before the team arrives on the first day. (Morning student drop-off will be observed on the second day.)

Meeting Room:

The visiting team will be guided to the conference/meeting room that will be used throughout the visit. This needs to be a good location for the team to deposit their laptops and paperwork prior to the initial walkthrough. This is also the room where the team will conduct interviews with the school's Group Teams on the content and evidence from each Workbook.

Introductions and Program Vision/Mission Overview:

Once the team has assembled in the meeting room, introductions to the members of school staff and the visiting team can be exchanged. This allows members of each group to know who the contact individuals will be throughout the process and what areas of operations they oversee.

(*Name badges with positions are helpful to the visiting team members.*)

Because each school is unique, a short overview of the school's vision, purpose and model of operation should be provided by the administration, so the visiting team has a clear overview of the school operation.

Initial Walkthrough / Tour of the Campus:

A quick, guided tour of the campus will provide the team members an overview of the facilities and will allow planning for each inspection that will need to be scheduled. The team will not be entering classrooms at this time. They will just be getting the lay of the land, including the number and location of any vehicles used to transport students.

Lunch Planning:

After the walkthrough is a good time to make any final preparations for lunch, as the team will be spread out for the remainder of the day. It is preferred that a light lunch be provided on-site to make the best use of time.

Day One / Two: Activities

Classroom Observation Schedule:

A copy of the class schedule will be needed so inspectors can be scheduled for classroom observations of approximately 20 minutes for each teacher on staff. If possible, two chairs should be placed at the back of each classroom, but the evaluator can stand or sit at student desks, as needed. They will need a copy of the teacher's lesson plan, which can be placed on the chairs at the back of the room or given to them as a bundle at the beginning of the day.

Self-Study Workbooks Review:

Each of the four Groups will be reviewed systematically so the team can provide adequate feedback and review for the Accreditation Committee. In large schools, that may involve several different workgroups, depending on the number of teams that were assigned to each Group or Standard.

It is imperative that the members of the school staff responsible for the content of the Group Workbooks be available for those meetings, as each Standard and Indicator will be covered in detail by the site visit team.

While every member of the visiting team has awareness and input into each Group and Standard, each Group will have a co-chair with the primary responsibility for overseeing the completion of the Accreditation External Review for that Group.

Student and Employee File Review:

Using the Student and Employee Checklists (Standards 14.1 - 15.2), members of the site visit team will review the procedures for setting up and maintaining Student and Employee files, including a review of the physical or virtual files. The school Registrar, or individual responsible for setting up and maintaining student files should be available to provide an overview of the process.

Transcript and High School Graduation Requirements Review:

Using the High School Transcript Indicator (15.3) from the K-12 Accreditation Manual, members of the site visit team will review the transcripts of the graduates from the previous school term, and all current seniors. If less than ten, the seniors from the previous year should be included in the review.

Safe, Sanitary, Secure Inspection and Student Pick-up:

This is normally conducted at the end of the first day on campus. Beginning a few minutes before students are picked up or loaded onto buses, the team will position themselves to observe the safety procedures at the end of a school day. Once that is complete, the team will visit every part of the facility to which students have access. If the program provides transportation, the vehicles will be inspected during the day before students are released.

For the Safe, Sanitary, Secure inspection that will be conducted at the end of day one, the team will need access to all areas to which students have access. The K-12 Accreditation Manual provides specific checklists for all areas, including Classrooms, Bathrooms, Kitchens (if used), Playground Areas, Buses and Vans.

Small Group Interviews - Staff:

The visiting team will conduct scheduled visits and interviews, as well as meetings with random students, parents, faculty, board members, and support staff. The purpose of these visits is to get a sense of the school and how it is functioning. Scheduled interviews will take place in small groups with staff, parents, student leaders and the leadership of the parent organization, if appropriate.

The Staff Interview is conducted at the end of the first day after students are dismissed.

Morning Student Drop-Off:

On day two, the Site Visit Team will arrive on site at a time that allows them to observe the Student Drop-Off process for student safety and security.

Parents, Students Interviews:

Parent Interviews are best scheduled in the morning after students are dropped off on the second day of the site visit.

Student interviews should be scheduled before lunch on the second day.

Fire Drill:

The team must observe a Fire Drill during the Site Visit. Please do not schedule this event before the team arrives on campus.

NOTE: If the staff and students know in advance there will be a Fire Drill, it is not a real drill, and the team may have to return to the school at a later date (at the school's expense) to conduct an unplanned drill.

Visits to Satellite Campus Locations, if Applicable:

If the institution has multiple campuses, the school should provide transportation for the group so the team can travel together to each site.

Day Three: Activities

Any reviews not completed or requiring follow-up activity will be scheduled for the morning of the third day.

Draft of the Accreditation Summary Report:

Once the visiting team has completed their observations, inspections and interviews, they will meet to prepare a draft of the Accreditation Summary Report. Because accreditation is a continuous improvement process, the goal is to highlight areas of exceptionalism, as well as to identify areas that are not in compliance or should be reviewed for improvement.

Exit Interview:

The exit interview with the appropriate program officials (determined by the administration of the school) provides the institution with an overview of the Accreditation Summary Report by the members of the visiting team and allows for follow-up questions.

NOTE: At this point the report may not be in its final edited form, as additional narratives may be added before submitting to the Accreditation Committee to provide clarity and guidance for the school's continuous improvement goals.

Final Draft of the Accreditation Summary Report to the Accreditation Committee:

One week after the site visit, the visiting team will meet to review any additional evidence submitted by the school and update the Accreditation Summary as needed.

Within two weeks of the site visit, the Site Visit Lead Inspector will the forward the draft of the Accreditation Summary to the Director of K-12 Standards and Accreditation. That report will be presented to the full Accreditation Committee for review. The Accreditation Committee will recommend the appropriate accreditation status to the full FCCPSA Board of Directors, or detail any follow-up required to maintain or be granted accreditation at its next scheduled meeting.

If you have any questions before, during or after the visit, please contact the Lead Inspector assigned to your Institution, or the Director of K-12 Standards and Accreditation, or the FCCPSA administrative office.

Group One: Governance and Administration

Group One: Governance and Administration

- *The capacity of governance and Administration to ensure an institution's commitment to and progress towards its stated objectives is an essential element of organizational effectiveness.*
- *An institution's governance is the foundation that provides:*
  - *The fidelity and commitment to its institutional purpose and direction,*
  - *The effectiveness of governance and leadership to enable the institution to realize its stated objectives,*
  - *The ability to engage and involve stakeholders in meaningful and productive ways, and*
  - *The capacity to enact strategies to improve the performance of learners and educators.*

Standard One: The Institution:

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Indicator 1.1: Purpose Statement

The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.

Indicator 1.2: Achieving Desired Outcomes

Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.

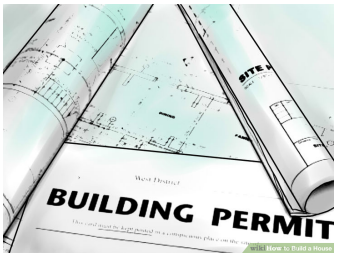
Indicator 1.3: Comprehensive Planning

The institution engages in a continuous improvement process that produces evidence including measurable results of improving student learning and professional practice.

Indicator 1.4: Distance Learning Programs

Non-campus-based programs support and extend the roles of the institution and are consistent with the school's purpose statements and goals.

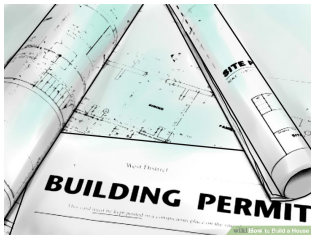
The process begins with a clearly defined purpose for the institution.
"Where there is no vision, the people perish" Proverbs 29:18 KJV
Just as a building project begins with the planning or blueprints, the Leadership Capacity Group begins with the foundational principles of the institution, thus defining desired outcomes and comprehensive planning.



STANDARD ONE: THE INSTITUTION

FOUNDATION PRINCIPLES

STANDARD ONE - INDICATORS 1.1 - 1.3



Parents and/or guardians are responsible for their children's spiritual, mental, and physical development. They are the first caregivers, and have a lifelong commitment to their children, not just in the early years, but throughout the students' lives. They instill and promote certain values, reward or reinforce specific behaviors, and shape choices that form life-long habits.

When a parent or guardian seeks out a private Christian school, they are enlisting the help of an organization that will partner with them in the highest calling of their lives. Private schools have the opportunity to deliver high academic standards, as well as holding a substantial role in the development of the person the student will become. The guiding principles and methodology of the program must be completely and accurately presented so parents/guardians can make informed and appropriate choices that meet their needs and requirements.

Purpose Statement:
The purpose of the school (which is most often described in a Statement of Faith, Vision Statement, Mission Statement and Philosophy of Education) is the foundation upon which the entire structure of the program is built. For a program to be properly evaluated, the process must begin with a clear vision or description of what the program is created to achieve, including expected student outcomes. That goal will not be obtained unless all members of the team are unified in purpose, based on a clear understanding and agreement with the vision, and then applying consistent and directed efforts to accomplish the goal.

Statement of Faith:
There are many precious truths taught in the Bible over which Godly men have differed in understanding. Therefore, this is not a statement of all that is important to believe, but an affirmation of the fundamental truths of the Christian faith. The Statement of Faith identifies your school as distinctly Christian, and allows believers to find a common unity with the school's program.

The Vision Statement: (Declaration of the school's goals)
The Vision Statement should provide a mental picture of what the school wants to achieve over time. It should provide guidance as to what the organization is focused on, what will be the foundation for all decisions, so that all employees, students and families understand what they are a part of and why, and it should be succinctly written so it is easy to remember.

The Mission Statement:
The Mission Statement of the program is built on the Vision Statement and defines what the organization is all about to your customers, employees and the community. Why it exists, or its reason for being. At a minimum, the Mission Statement should define your clientele and describe the results that the program is designed to produce. The Mission Statement should, at a minimum, answer these three questions: What does the school do? Who does it do it for? How does it do what it does?

The Philosophy of Education:
The Philosophy of Education defines the beliefs, principles and guidelines upon which the program is based. "Philosophy" means "love of wisdom." It is made up of two Greek words, "philo", meaning "love", and

“sophos”, meaning "wisdom". Education has been defined as "the process by which children and youth develop knowledge, skills, and character, especially through formal instruction, training, and study".

The resulting Philosophy of Education reflects the program's beliefs about how children learn, describes the environment, and includes specific methodology and overall goals for children. It is the guiding set of principles upon which curriculum is purchased or designed, staff are hired and trained, environments are designed, relationships are nurtured, and lesson plans are implemented.

Having an understanding of a well-developed Philosophy of Education is critical to the ongoing evaluations that examine current practices and develop strategic plans for improvements in the program. Ongoing improvements include documentation of the level to which the program is meeting quality goals, professional development of staff, and communication with families.

A Final Note:
If these foundational principles are not clearly identified and understood by the governing authorities, administration, faculty and staff, it is nearly impossible to communicate them to the parents and students you wish to serve. It is imperative that you not only state these principles in writing, but that you can articulate them in practical and meaningful ways as you build your school upon them to reach your community.
The accreditation process will require that your purpose, (vision, mission, and philosophies) be periodically and systematically reviewed. This does not mean that they are expected to change fundamentally or often. Mechanisms must be in place for periodic review to assure that

1) Your school is staying true to the founding principles,
2) The principles as stated address and cover the ever growing and changing programs a school develops,
3) Stakeholders have input into the review and continual improvement process.

Page 49 is Blank

STANDARD ONE: PERFORMANCE LEVEL: 1.1

PERSPECTIVE: STANDARD ONE, SHOULD BE COMPLETED BY THE GOVERNING AUTHORITY OF THE SCHOOL FROM THE PERSPECTIVE OF THE INSTITUTION.

Standard One: The Institution: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.		
Indicator 1.1	**Purpose Statement:** **The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.**	Score
1.1.A	Process and Collaboration	

Rubric 1.1.A Process and Collaboration

Highly Functional ☐

a) The institution has a clearly defined purpose as expressed in their foundational documents, including non-discrimination policies. (Typically detailed in Vision, Mission, and Philosophy of Education Statements)
b) The institution has a documented and systematic process for the development and/or review of those statements.
c) The institution has a process by which collaboration and input from all representative stakeholder groups is available, valued.
d) The institution ensures that the purpose statement is well-articulated, and widely communicated.

Operational ☐

a) The institution has a clearly defined purpose outlined in their foundational documents, including non-discrimination policies,
b) The institution has a documented process for the development and/or review of the purpose statement
c) The institution has a process which includes collaboration and input opportunities from most representative stakeholder groups,
d) The institution's the purpose statements articulated, and widely communicated.

Emerging ☐

a) The institution has a purpose statement, including non-discrimination policies,
b) The institution has a process for the development and/or review of the purpose statement that is not clearly documented
c) The institution has a process which includes input opportunities from some stakeholder groups,
d) The institution's purpose statements are articulated and communicated.

Not Evident ☐

a) The institution does not have a definable purpose
b) The institution does not a process for the development and/or review of the purpose statement.
c) The institution does not have opportunities for the involvement of stakeholder groups,
d) The institution's the purpose statements not well articulated or communicated.

PERSPECTIVE: Standard One, should be completed by the Governing Authority of the school FROM THE PERSPECTIVE OF THE INSTITUTION.

Indicator 1.1	**Purpose Statement:** **The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.**	Score
1.1.B	Expectations, Beliefs and Decision-Making	

Rubric 1.1.B Expectations, Beliefs and Decision-Making

Highly Functional ☐

a) The purpose statement contains a detailed description of each academic program offered. (Classroom, distance, homebound, blended, etc.),
b) The purpose statement contains clearly defined and measurable expectations for student learning.
c) The purpose statement contains shared beliefs about teaching and learning.
d) The purpose statement contains guidelines used to guide decisions about teaching and learning.

Operational ☐

a) The purpose statement contains a description of each academic program offered (classroom, distance, homebound, blended, etc.),
b) The purpose statement contains defined expectations for student learning that include
c) The purpose statement contains shared beliefs about teaching and learning and
d) The purpose statement contains guidelines used to guide decisions about teaching and learning.

Emerging ☐

a) The purpose statement contains a general description of academic programs offered (classroom, distance, homebound, blended, etc.),
b) The purpose statement contains some defined expectations for student learning
c) The purpose statement contains limited details about shared beliefs and
d) The purpose statement contains principles sometimes used to guide decisions about teaching and learning.

Not Evident ☐

a) The purpose statement contains limited or vague program details,
b) The purpose statement contains limited or no expectations for student learning and
c) The purpose statement contains limited details about shared beliefs and
d) The purpose statement contains nothing used to guide decisions about teaching and learning.

Evidence (Required and Examples) Indicator 1.1

Indicator 1.1.A-B Required Evidence
All Manuals, Handbooks, Brochures Etc. (School Board, Administration, Standard Operations, Staff/Employee, Parent/Student, High School Planning, Athletics etc.
Purpose statements - past and present if they have changed: (Vision, Mission, Statement of Faith and Philosophy of Education)
Descriptions of each academic program offered with eligibility for admissions. (Including traditional, virtual, blended, special needs, adult etc.)
Measurable expectations for each academic program offered, including alignment to standards
Shared beliefs about teaching and learning, (The foundational beliefs that are essential to culture of the institution.)

Indicator 1.1.A-B Required Evidence for Highly Functional Rating
School Board or Leadership policy and timelines to review purpose statements.
School Board or Leadership policy on stakeholder involvement in the review and implementation of purpose statements review
Minutes from meetings related to development of the school's purpose, showing a wide range of stakeholder involvement.
Details, procedures, or process used to include examples of how the shared beliefs about teaching and learning are implemented, in the program including orienting staff, parents and students.

Indicator 1.1.A-B Examples of Possible Evidence
Administration actions that develop commitment to the foundational principles
Communication plan to all administration, faculty, parents, & students regarding the school's purpose-including samples.
Examples of communication about the school's purpose (i.e. web site, brochures, newsletters, annual report, student handbook etc.)
Signature form or document verifying that administration, faculty, staff, parents and/or students have read and understood the foundational statements/documents
Survey results that show an indication by parents, staff, students that they are familiar with the school's mission, vision, philosophy of education and or goals
Allocation of resources within the school budget and other resources focused on meeting the goals of the foundational principles.
Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose
Code of Conduct, dress code, etc. signed by administration, faculty, staff, parents & students
Application/Hiring policies that provide evidence of all employees' testimonies, qualifications, lifestyle and commitment to the foundational statements, philosophies and purposes of the school
Advertisements and/or publications expressing the distinctively Christian nature of the school, and what it offers.

STANDARD ONE: PERFORMANCE LEVEL: 1.2

PERSPECTIVE: Standard One, should be completed by the Governing Authority of the school FROM THE PERSPECTIVE OF THE INSTITUTION.

Standard One: The Institution: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.		
Indicator 1.2	**Achieving Desired Outcomes:** **Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.**	Score
1.2.A	Collaboration in Implementation	

Rubric 1.2.A Collaboration in Implementation

Highly Functional ☐

a) The institution has clearly documented evidence of opportunities for collaboration involving all stakeholder groups.
b) The institution works together with stakeholders in authentic and meaningful ways to sustain the school's purpose.
c) The institutions decision-making process is aligned with the school's purpose.
d) The institutions collective process clearly supports the achievement of desired outcomes for learners.

Operational ☐

a) The institution has some documented evidence of opportunities for collaboration involving most stakeholder groups
b) The institution promotes limited collaboration among stakeholders
c) The institutions decision-making process is mostly aligned with the school's purpose
d) The institutions collective process supports the achievement of desired outcomes for learners.

Emerging ☐

a) The institution has limited evidence of opportunities for collaboration involving some stakeholder groups
c) The institution provides with limited collaboration among stakeholders
b) The institutions decision-making process is somewhat aligned with the school's purpose,
d) The institutions collective process is not clearly focused on the achievement of desired outcomes for learners.

Not Evident ☐

a) The institution has little to no evidence of opportunities for collaboration involving stakeholder groups
b) The institution does not provide collaboration among stakeholders
b) The institutions decision-making process is somewhat or not at all aligned with the school's purpose
d) The institutions collective process is not focused on the achievement of desired outcomes for learners.

PERSPECTIVE: Standard One, should be completed by the Governing Authority of the school FROM THE PERSPECTIVE OF THE INSTITUTION.

Indicator 1.2	**Achieving Desired Outcomes:** **Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.**	Score
1.2.B	Process for Evaluating Student Outcomes	

Rubric 1.2.B Process for Evaluating Student Outcomes

Highly Functional ☐

a) There is a documented process to collect and use data to evaluate the achievement of the school's purpose.
b) There is documentation that the process is implemented with integrity.
c) There is evidence the process yields improved student achievement and desired outcomes for learners.

Operational ☐

a) There is a process to use data to evaluate the achievement of the school's purpose
b) There is limited data that the process is implemented with adequate controls
c) There is some evidence that the process yields improved student achievement and desired outcomes for learners.

Emerging ☐

a) There is some data used to evaluate the achievement of the school's purpose and
b) There is no defined process for implementation
c) There is limited evidence that the process yields improved student achievement and desired outcomes for learners.

Not Evident ☐

a) There is no evidence that data is used to evaluate the achievement of the school's purpose and
b) There is no evidence of a defined process for implementation
c) There is no evidence that the process yields improved student achievement and desired outcomes for learners.

Evidence (Required and Examples) Indicator 1.2

Indicator 1.2.A-B Required Evidence
Surveys questions and responses, that provide opportunities for input from stakeholder groups
Indicator 1.2.A-B Required Evidence for Highly Functional Rating
Surveys questions and responses, that provide opportunities for input from a wide range of stakeholder groups. (Staff, Parents and Students at a minimum)
Specific policies outlined in the School Board and or Administrative Policy Manuel(s) that detail: a procedure of decision making that is based on achievement of desired outcomes based on the Foundational Principles specifics about what data is collected and how it is evaluated to achieve the school's purpose specifics about the checks and balances to ensure the data is implemented with integrity in the evaluation of student improvement.
Indicator 1.2.A-B Examples of Possible Evidence
Minutes of meetings regularly scheduled where stakeholders have input into the decision-making process concerning student outcomes. (Faculty Meetings, Parent Meetings, Board of Director Meetings)
Survey Results used to collect data that is used to evaluate the school's progress in meeting published goals
Parent Teacher Organizations, Committees, Action Groups, outlines of when they meet and the outcomes of the meetings
List of Data Sources used in the evaluation of meeting the school's purpose and student success: Surveys, Standardized Test Scores, Specific Assessments, Evaluations
List of professionals or programs you may partner with to complete special assessments or evaluations
Job description of the person or committee responsible for gathering and analyzing data

Page 57 is Blank

STANDARD ONE: PERFORMANCE LEVEL: 1.3

PERSPECTIVE: Standard One, should be completed by the Governing Authority of the school FROM THE PERSPECTIVE OF THE INSTITUTION.

Standard One: The Institution: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.		
Indicator 1.3	**Comprehensive Planning:** **The institution engages in a continuous improvement process that produces evidence including measurable results of improving student learning and professional practice.**	Score
1.3.A	Comprehensive Planning Process	

Highly Functional ☐

a) The institution engages in a focused, intentional, data-driven and collaborative planning process for continuous improvement,
b) The institution monitors and revises the improvement plan based on evidence and the results of implementation,
c) The institution engages in a long-term and annual budget development process to achieve improvement
d) The institution uses the data-driven, focused on improvement, process in an ethical and professional manner.

Operational ☐

a) The institution engages in a data-driven planning process for continuous improvement,
b) The institution monitors and revises the improvement plan based on evidence and results of implementation,
c) The institution engages in an annual budget development process that is focused on improvement,
d) The institution uses the data-driven process in an ethical and professional manner.

Emerging ☐

a) The institution engages in a planning process for continuous improvement that includes data
b) The institution monitors the implementation, based on some evidence
c) The institution has an annual budget development process
d) The institution does not have a data-driven process for continuous improvement planning

Not Evident ☐

a) The institution has no evidence of planning for continuous improvement and
b) The institution has no evidence of monitored implementation based on actions taken,
c) The institution does not have a defined annual budget process
d) The institution does not have a data-driven process for continuous improvement planning

PERSPECTIVE: Standard One, should be completed by the Governing Authority of the school FROM THE PERSPECTIVE OF THE INSTITUTION.

Indicator 1.3	**Comprehensive Planning:** **The institution engages in a continuous improvement process that produces evidence including measurable results of improving student learning and professional practice.**	Score
1.3.B	Quality and Distribution of the Improvement Plan	

Rubric 1.3.B Quality and Distribution of the Improvement Plan

Highly Functional ☐

a) The institutions plan for continuous improvement is well-articulated, and widely communicated.
b) The institutions plan for continuous improvement contains clearly identified and specific goals, strategies, activities, and measures based on identified needs.
c) The institutions plan for continuous improvement is systematically evaluated and the results clearly communicated to all representative stakeholder groups.

Operational ☐

a) The institutions plan for continuous improvement is well-articulated and communicated
b) The institutions plan for continuous improvement contains identified goals, strategies, activities and measures based on identified needs.
c) The institutions plan for continuous improvement is evaluated and communicated to most representative stakeholder groups.

Emerging ☐

a) The institutions plan for continuous improvement is communicated among school staff
b) The institutions plan for continuous improvement contains goals, strategies, activities and measures,
b) The institutions plan for continuous improvement is evaluated.

Not Evident ☐

a) The institutions plan for continuous improvement does not exist or is not well-articulated
b) The institutions plan for continuous improvement lacks sufficient information regarding goals, strategies, activities, and measures, and
c) The institutions plan for continuous improvement there is no evidence of evaluation or communication of results.

STANDARD ONE: THE INSTITUTION – CONTINUOUS IMPROVEMENT NARRATIVE

Comprehensive Planning – The Continuous Improvement Plan Focus Narratives: FCCPSA expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. FCCPSA identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:
a) Has the institution collected sufficient and quality data to identify school improvement needs?
b) What implications from the analysis of data have been identified and used for the development of key strategic goals?
c) The institution demonstrates the capacity to implement their continuous improvement journey.

Evidence (Required and Examples) Indicator 1.3

Indicator 1.3.A-B Required Evidence
Continuous Improvement Plan including plans to meet goals and projected due dates
Annual Budget
Indicator 1.3.A-B Required Evidence for Highly Functional Rating
Operations and or Administration Manual includes: • Process by which the Continuous Improvement Plan is communicated to all appropriate stakeholders. • Process by which the improvements are made, tracked, revised and documented. • Process by which the results of the Continuous Improvement Plan is communicated to all appropriate stakeholders. • Budgeting process, including guidelines for tuition and fee calculations, projection of future improvement costs, and fund-raising guidelines.
Indicator 1.3.A-B Examples of Possible Evidence
Minutes of specific meetings where continuous improvement is discussed, and plans are projected.
Schedule of meetings for analyzing outcomes and making revisions/changes in the Plan
Survey results.
Log or journal of committee meetings, where continuous improvement is discussed and revised.
Job description of the person or persons and/or committees that participate in the forming of a continual improvement plan.
Operations Manual: Process by which the Continuous Improvement Plan is communicated to the appropriate stakeholders.
Operations Manual: Process by which the improvements are made, tracked and documented.
Minutes of meetings where the implementation of the particulars from the Improvement Plan are discussed.
Feedback from stakeholders on budget priorities.

STANDARD ONE: PERFORMANCE LEVEL: 1.4

PERSPECTIVE: Standard One, should be completed by the Governing Authority of the school FROM THE PERSPECTIVE OF THE INSTITUTION.

Standard One: The Institution: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.		
Indicator 1.4	**Distance Learning Programs:** **Non-campus based programs support and extend the roles of the institution and are consistent with the school's purpose statements and goals.**	Score
1.4.A	Institutional purposes and student goals	

Rubric 1.4.A Institutional purposes and student goals

Highly Functional ☐

a) If the institution has a Distance or Virtual Program, then the school has a clearly stated mission statement that communicates a shared purpose for improving the performance of students and the effectiveness of the school including the distance program
b) If the institution has a Distance or Virtual Program, the program is consistent with the school's mission and goals
c) If the institution has a Distance or Virtual Program, the mission and goals of the school are clearly articulated to stakeholders

Operational ☐

a) If the institution has a Distance or Virtual Program, the school has a clearly stated mission statement for improving the performance of students and the effectiveness of the school including the distance program
b) If the institution has a Distance or Virtual Program, the program is consistent with the school's mission and goals
c) If the institution has a Distance or Virtual Program, the mission and goals of the school are articulated to stakeholders

Emerging ☐

a) If the institution has a Distance or Virtual Program, the school has a mission statement for improving the performance of students that could include the distance program
b) If the institution has a Distance or Virtual Program, the program is consistent with the school's mission and goals
c) If the institution has a Distance or Virtual Program, the mission is somewhat communicated to stakeholders

Not Evident ☐

a) Even though the institution has a Distance or Virtual Program the mission statement does not seem to include a distance program
b) Even though the institution has a Distance or Virtual Program the program may not be consistent with the school's mission and goals
c) Even though the institution has a Distance or Virtual Program the mission and goals of the school are not clearly articulated to stakeholders

EVIDENCE (REQUIRED AND EXAMPLES) INDICATOR 1.4

Indicator 1.4.A Required Evidence if a Distance Education Program or Component is Offered
Purpose statements that clearly outline the: Inclusion of virtual or distance learning programs That the virtual or distance program is consistent with the school's mission and goals That the virtual or distance program is clearly articulated to stakeholders
Indicator 1.4.A Required Evidence for Highly Functional Rating
Overview of Distance Learning Program including eligibility for participation and policies and procedures for implementation
Indicator 1.4.A Examples of Possible Evidence
Course Directory for Distance Learning options

NOTE: If the School has both a campus based and a Distance Learning program or programs then, Standards Five through Eight must be completed individually for each program type.

Including but not limited to, Campus, Virtual, Blended etc.

NARRATIVE QUESTIONS: GROUP ONE: STANDARD ONE: THE INSTITUTION

At the end of each Standard is the Institution Narrative for that Section. The Focus Questions are listed here for reference; the actual responses are to be completed in the Self-Study Workbooks as the Accreditation Committees work through each section of the Self-Study.

The focus questions are a tool for providing additional insight to the evaluation team about the specifics of your institution. Refer to the performance level descriptions to guide your writing. Cite sources of evidence accreditation team members may be interested in reviewing. A summary of this Standard is provided to assist the local team to remain centered on the perspective of the Group so that responses stay on topic.

Summary of Group One Leadership-Oversight, Standard One: The Institution:
(Purpose Statement, Achieving Desired Outcomes or Comprehensive Planning)

1.1 The institution has a written purpose including shared beliefs about teaching and learning. The institution provides opportunities for collaboration with stakeholders for the development and review of this statement. The purpose statement contains clearly defined and measurable expectations for student learning and is used to guide decisions about teaching and learning.

1.2 The institution can clearly document that the stakeholder groups work together in authentic, meaningful, ways collecting and using data to evaluate the achievement of the school's purpose and direction. This process is documented and is implemented with integrity yielding improved student achievement and desired outcomes for learners.

1.3 The institution has a written, specific Continuous Improvement Plan. This plan provides for a collaborative process that is monitored and revised and includes measurable results of improved student learning and professional practice. The results are systematically evaluated and clearly communicated to all representative stakeholder groups.

Focus Question 1.1: *How does the school/program ensure that it is distinctively Christian in its philosophy and practices?*

Focus Question 1.2: *What is the best practice the school/program initiates to create a culture of shared Christian beliefs, standards, and core values amongst its leadership, faculty, staff, parents, and students?*

Focus Question 1.3*: Based on the foundational principles of your school, how would you define measurable results or evidence of improved student learning? How would you apply that data to a continuous improvement process?*

1S: ***Areas of Strength:*** *What are your areas of greatest strength and why?* [**Scores of 4 or 3**]

1Q: ***Maintaining Quality:*** *What actions are you implementing to sustain your areas of strength?*

1W: ***Areas of Weakness:*** *What are your areas of weakness and why?* [**Scores of 2 - 1**]

1I: ***Plans for Improvement:*** *What are your plans for improvement?*

Group One: Governance and Administration

Group One: Governance and Administration

- *The capacity of governance and Administration to ensure an institution's commitment to and progress towards its stated objectives is an essential element of organizational effectiveness.*
- *An institution's governance is the foundation that provides:*
  - *The fidelity and commitment to its institutional purpose and direction,*
  - *The effectiveness of governance and leadership to enable the institution to realize its stated objectives,*
  - *The ability to engage and involve stakeholders in meaningful and productive ways, and*
  - *The capacity to enact strategies to improve the performance of learners and educators.*

Standard Two: Governance:

The school operates under governance and published policies, that provides ethical guidance, promote, and support student performance and evaluate school effectiveness.

Indicator 2.1 Policy Development and Revision of Policies

The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.

Indicator 2.2 Ethical Conduct and Professional learning

The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

Based on the purpose or vision of the institution, the Governing Authority provides the oversight or stewardship of the entire operation.

"Moreover it is required in stewards, that a man be found faithful." 1 Corinthians 4: 2 (KJV)

On that foundation we can begin to build a structure. For a building, it is walls and a roof designed with care by the architect. For a school, it is the Governing Authority (often referred to as the School Board) that oversees the planning and development of the organization, and supervises the administrative team tasked with the day-to-day professional learning environment.

STANDARD TWO: GOVERNANCE

FOUNDATION PRINCIPLES

STANDARD TWO - INDICATORS 2.1 - 2.2

The oversight of any educational program must have as its basis a commitment to sound stewardship. The long-term success and survival of any program is dependent on the leadership and faithfulness of its guiding board and/or administrator and administrative team.
Governance and the term "Governing Authority" refers to processes and structures that manage, allocate, and monitor resources that are crucial to fulfilling the program's academic mission. Areas of stewardship include: compliance with government regulations, fiscal responsibilities, and integrity in all relationships.

The program must function in a manner that ensures, on an ongoing basis, that all its operations align with and support its core academic vision, mission and philosophy of education. Understanding the program's resources, and its responsibilities to the children and families it serves is the responsibility of all members of the team. To accomplish this, principles of good stewardship must be constantly taught and reinforced so all team members understand and follow its principles at all levels.

These principles include, at a minimum, an appropriate respect for and use of the program's resources. Rigorous and effective stewardship of the program's finances, with appropriate "checks and balances," is critical. Clear areas of responsibility and lines of authority, along with a means to ensure accountability, are needed. There must be a commitment to open communication and transparency among administration, staff, children, and parents as to the rationale and decision-making process.

STANDARD TWO: PERFORMANCE LEVEL: 2.1

PERSPECTIVE: STANDARD TWO, ADDRESS THESE QUESTIONS FROM THE PERSPECTIVE OF THE GOVERNING AUTHORITY THAT HAS THE OVERALL RESPONSIBILITY OF THE STEWARDSHIP AND ADHERENCE TO THE FOUNDATIONAL PRINCIPLES OF THE INSTITUTION.

Standard Two: Governance:
The school operates under governance and published policies, that provides ethical guidance, promote and support student performance and evaluate school effectiveness.

Indicator 2.1	**Policy Development and Revision of Policies:** The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Score
2.1.A	Process of Policy Development and Revision	

Rubric 2.1.A Process of Policy Development and Revision

Highly Functional ☐

a) The governing authority has a documented, policy in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership.
b) The governing authority has a documented, data-driven process for future growth and development.
c) The governing authority has a documented, data-driven process for the review and revision of policies for all educational program types.

Operational ☐

a) The governing authority has a policy that requires a testimony of faith in Jesus Christ from all board members and executive leadership.
b) The governing authority has a documented process for future development.
c) The governing authority reviews and revises policies for all educational programs.

Emerging ☐

a) The governing authority requires a testimony of faith in Jesus Christ from all board members.
b) The governing authority has a limited and inconsistent process for future development,
c) The governing authority reviews and revises policies as needed.

Not Evident ☐

a) The governing authority does not require a testimony of faith in Jesus Christ from all board members.
b) The governing authority does not have a process for future development,
c) The governing authority does not have a process for the review and revision of policies.

PERSPECTIVE: STANDARD TWO, ADDRESS THESE QUESTIONS FROM THE PERSPECTIVE OF THE GOVERNING AUTHORITY THAT HAS THE OVERALL RESPONSIBILITY OF THE STEWARDSHIP AND ADHERENCE TO THE FOUNDATIONAL PRINCIPLES OF THE INSTITUTION.

Indicator 2.1	**Policy Development and Revision of Policies:** **The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.**	Score
2.1.B	Activity Regarding Policies	

Rubric 2.1.B Activity Regarding Policies

Highly Functional ☐

a) The governing authority adopts, updates, and holds itself accountable to clearly written policies that comply with applicable laws, regulations, as well as providing a safe and secure learning environment.
b) The governing authority ensures integrity and effective day-to-day operations.
c) The governing authority has documented provisions that ensure that all private records, including staff files, student records, and the financial records of the institution are maintained in a safe and professional manner.

Operational ☐

a) The governing authority adopts, and updates written policies that comply with applicable laws and regulations.
b) The governing authority and ensures integrity and effective operations.
c) The governing authority ensures that all private records, including staff files, student records, and the financial records of the institution are maintained in a safe and secure place.

Emerging ☐

a) The governing authority has policies that comply with applicable laws and regulations.
b) The governing authority has policies intended to provide effective operations.
c) The governing authority has policies for effective operations which includes staff files and student records maintained in a safe, organized, and professional manner.

Not Evident ☐

a) **The governing authorities'** policies are vague and have not been specifically aligned with applicable laws and regulations.
b) **The governing authority** has limited or no policies on day-to-day operations.
c) **The governing authority** has limited or no policies on student or staff files.

Evidence (Required and Examples) Indicator 2.1

Indicator 2.1.A-B Required Evidence
Governing Body manual section detailing: Qualifications and requirements to serve as a Board Member

Indicator 2.1.A-B Required Evidence for Highly Functional Rating
Governing Body or Administrative/Operations Manual: • Chart or graph showing administrative and supervision authority structure, • Qualifications for leadership positions, • Job descriptions of all administrative or supervisory positions, • Policy development and revision procedures, for all educational program types • Written policies and procedures for effectively complying with all applicable laws and regulations, • Policies and procedures for maintaining the security of student records, including the release of student records, • Policies and procedures for maintaining the security of staff records, • Policies and procedures for maintaining the security of the financial records of the institution, • Safety policy and procedures including Emergency procedures, • Medicine dispensing policy and procedures.

Indicator 2.1.A-B Examples of Possible Evidence
Minutes of meetings where polices were discussed, revised, voted on and/or passed.
List of specific committees or action groups that review and or propose revisions to policies. Include their job description and the scope of their authority
List of Data Sources that serve as the basis of the policies. This may include surveys, reports, or research.
Minutes of meetings where policies were discussed and voted on

Page 71 is Blank

STANDARD TWO: PERFORMANCE LEVEL: 2.2

PERSPECTIVE: STANDARD TWO, ADDRESS THESE QUESTIONS FROM THE PERSPECTIVE OF THE GOVERNING AUTHORITY THAT HAS THE OVERALL RESPONSIBILITY OF THE STEWARDSHIP AND ADHERENCE TO THE FOUNDATIONAL PRINCIPLES OF THE INSTITUTION.

Standard Two: Governance:
The school operates under governance and published policies, that provides ethical guidance, promote and support student performance and evaluate school effectiveness.

Indicator 2.2	**Ethical Conduct and Professional Learning:** **The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.**	Score
2.2.A	Ethical Conduct	

Rubric 2.2.A Ethical Conduct

Highly Functional ☐

a) The governing authority adopts, updates, and holds itself accountable to a written code of ethics that defines principles of conduct and ethical standards for governance.
b) The governing authority publishes and oversees policies and practices which provide leadership the autonomy for day-to-day effective operations of the institution.
c) The governing authority develops staff qualifications, admission policies, tuition and fee schedules appropriate to its operations, as well as a refund policy that is well communicated and meets legal and ethical considerations.

Operational ☐

a) The governing authority has a written code of ethics that defines principles of conduct and ethical standards for governance.
b) The governing authority documentation includes policies and practices which provide leadership the autonomy for day-to-day operations of the institution.
c) The governing authority has written staff qualifications, tuition and fee schedules, as well as a refund policy.

Emerging ☐

a) The governing authority has a written code of ethics for governance.
b) The governing authority documentation includes policies which provide leadership autonomy for day-to-day operations of the institution.
c) The governing authority has tuition and fee schedules, as well as a refund policy.

Not Evident ☐

a) The governing authority has a vague code of ethics or does not have a code of ethics.
b) The governing authority does not provide leadership autonomy for day-to-day operations of the institution.
c) The governing authority does not have tuition and fee schedules, or a refund policy.

PERSPECTIVE: STANDARD TWO, ADDRESS THESE QUESTIONS FROM THE PERSPECTIVE OF THE GOVERNING AUTHORITY THAT HAS THE OVERALL RESPONSIBILITY OF THE STEWARDSHIP AND ADHERENCE TO THE FOUNDATIONAL PRINCIPLES OF THE INSTITUTION.

Indicator 2.2	**Ethical Conduct and Professional Learning:** **The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.**	Score
2.2.B	Continuous Professional Learning	

Rubric 2.2.B Continuous Professional Learning

Highly Functional ☐

a) The governing authority adopts, updates, and holds itself accountable to policies that define its roles and responsibilities.
b) The governing authority regularly engages in ongoing professional learning to enable them to stay current and informed regarding roles and responsibilities, applicable laws, regulations, organizational best practices and the use of evidence to guide decision making.

Operational ☐

a) The governing authority adopts and updates policies that define its roles and responsibilities.
b) The governing authority engages in professional learning to enable them to stay current and informed regarding roles and responsibilities, applicable laws, regulations, and organizational best practices.

Emerging ☐

a) The governing authority has policies that define its roles and responsibilities.
b) The governing authority engages in limited professional learning to enable them to stay current regarding roles and responsibilities, applicable laws, and regulations.

Not Evident ☐

a) The governing authority does not maintain policies or has vague policies that define its roles and responsibilities.
b) The governing authority rarely engages in professional learning to enable them to be effective in their roles and responsibilities.

Evidence (Required and Examples) Indicator 2.2

Indicator 2.2.A-B Required Evidence
School Board Policy Manual: Code of Conduct and Ethics that apply to the governing authority
School Board or Administrative Manual that details: • staff qualifications, • admission policies, • tuition and fee schedules appropriate to its operations, as well as a • refund policy, • ethical considerations, • Communication Policies and guidelines, used for disseminating information about the institution.
Copies of all publications, including web sites, that promote or provide information about the institution.

Indicator 2.2.A-B Required Evidence for Highly Functional Rating
Governing Body or Administrative/Operations Manual: • Authority structure that provides specific guidelines for effective day to day operations • Job descriptions for all Board Member positions including their roles and responsibilities • Training and on-going professional development requirements of serving and potential Board Members.

Indicator 2.2.A-B Examples of Possible Evidence
Operational Manual outlining the expected conduct of its leadership
Code of Conduct (principles of conduct and ethical standards)
Code of Ethics Policies
Authority flow chart outlining the chain of command
Policies concerning dismissal for breach of conduct or ethics
Minutes of meetings where such policies are discussed, adopted, or revised
Job descriptions of the Governing Authority
Policies and Procedures Manual for Governing Authority including how it functions
Professional Development requirements and procedures for documentation for Governing Authority
List of workshops, books, videos, guest speakers, in service meetings for Governing Authority
List of Governing Authority members and their responsibilities as they apply to compliance with applicable laws, regulations, and organizational best practices

NARRATIVE QUESTIONS: GROUP ONE: STANDARD TWO: GOVERNANCE

At the end of each Standard is the Institution Narrative for that Section. The Focus Questions are listed here for reference; the actual responses are to be completed in the Self-Study Workbooks as the Accreditation Committees work through each section of the Self-Study.

The focus questions are a tool for providing additional insight to the evaluation team about the specifics of your institution. Refer to the performance level descriptions to guide your writing. Cite sources of evidence accreditation team members may be interested in reviewing. A summary of this Standard is provided to assist the local team to remain centered on the perspective of the Group so that responses stay on topic.

Summary of Group One Governance and Administration, Standard Two Governance:
(Development and Revision of Policies, Ethical Conduct and Responsibilities)

2.1: The governing authority has a documented policy in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership. All policies of the governing authority have a documented process for ongoing development, review, and revision. The governing authority holds itself accountable to clearly written policies that comply with applicable laws and regulations with integrity designed to support effective operations.

2.2: The governing authority adopts and holds itself accountable to a written code of ethics and to policies that define its roles and responsibilities providing for day-to-day effective operations. The governing authority regularly engages in ongoing professional learning to enable them to stay current and informed.

Focus Question 2.1: *What policies and procedures are in place to ensure that Christ-centered governance and effective administrative leadership are taking place?*

2S: ***Areas of Strength:*** *What are your areas of greatest strength and why?* [**Scores of 4 or 3**]

2Q: ***Maintaining Quality:*** *What actions are you implementing to sustain your areas of strength?*

2W: ***Areas of Weakness:*** *What are your areas of weakness and why?* [**Scores of 2 - 1**]

2I: ***Plans for Improvement:*** *The Institution: What are your plans for improvement?*

Group One: Governance and Administration

Group One: Governance and Administration

- *The capacity of governance and Administration to ensure an institution's commitment to and progress towards its stated objectives is an essential element of organizational effectiveness.*
- *An institution's governance is the foundation that provides:*
  - *The fidelity and commitment to its institutional purpose and direction,*
  - *The effectiveness of governance and leadership to enable the institution to realize its stated objectives,*
  - *The ability to engage and involve stakeholders in meaningful and productive ways, and*
  - *The capacity to enact strategies to improve the performance of learners and educators.*

Standard Three: Leadership:

The school leadership and staff support challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills that are founded on shared beliefs about teaching and learning.

Indicator 3.1 Supervision and Evaluation Process

Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

Indicator 3.2 Standardized Processes and Procedures

Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

Indicator 3.3 Stakeholder Involvement

Leaders engage stakeholders to support the achievement of the institution's purpose and direction.

The day-to-day supervision of a school falls to the administration team. Working within the structure developed by the Governing Authority, the administrative team puts the vision into practice.

"Let the elders that rule well be counted worthy of double honor. "
1 Timothy 5:17 (KJV)

Just as a building could not serve its purpose without furniture, a school will not be successful without the administrative leadership that make everything in the building function.

Standard Three: Leadership

Foundation Principles

Standard Three – Indicators 3.1 – 3.3

The school's administrative leadership is second only to actual classroom teaching in its impact on student learning, according to research. The administration or "leaders" of an institution strongly shape the conditions for high-quality teaching. Research from the University of Texas at Dallas shows that highly effective principals raise the achievement of a typical student in their schools by between two and seven months of learning in a single school year; ineffective principles lower achievement by the same amount.

Leadership is about organization. Great leaders are consistently addressing areas that need improvement. While the governing authority establishes the foundational principles of the institution, it is the administration that must put those principles into practice in a consistent and effective manner. A competent, organized leader and leadership team bring supervision, consistent, well defined procedures and coordinated communication between invested stakeholders.

STANDARD THREE: PERFORMANCE LEVEL: 3.1

PERSPECTIVE: ANSWER THE QUESTIONS FROM THE PERSPECTIVE OF THE ADMINISTRATIVE TEAM THAT HAS THE RESPONSIBILITY OF THE DAY-TO-DAY OPERATIONS FULFILLING THE MANDATES OF THE GOVERNING AUTHORITY AND IS ACCOUNTABLE TO PARENTS, STUDENTS, AND OTHER STAKEHOLDERS.

Standard Three: Leadership:
The school leadership and staff support challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills that are founded on shared beliefs about teaching and learning.

Indicator 3.1	**Supervision and Evaluation Process:** **Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.**	Score
3.1.A	Formal Supervision and Evaluation Process	

Rubric 3.1.A Formal Supervision and Evaluation Process

Highly Functional ☐

a) The Institution has written supervision and evaluation processes for all staff members.
b) The Institution has specific criteria and models for effective performance to promote the schools defined culture in the support of students.
c) The institution uses the supervision and evaluation process results to inform and improve professional practice and student performance.

Operational ☐

a) The Institution has a supervision and evaluation processes for all staff members.
b) The Institution has criteria and or models for effective performance to promote the schools defined culture in the support of students
c) The institution uses the supervision and evaluation process results to improve professional practice and student performance.

Emerging ☐

a) The Institution has a supervision process for all staff members.
b) The Institution has some criteria for effective performance to promote the schools defined culture in the support of students
c) The institution uses limited or informal data to improve professional practice and student performance

Not Evident ☐

a) The Institution does not have a defined supervision and evaluation processes for all staff members.
b) The Institution does not specific criteria and models for effective performance to promote the schools defined culture in the support of students
c) The institution does not have a defined process to improve professional practice and student performance

PERSPECTIVE: ANSWER THE QUESTIONS FROM THE PERSPECTIVE OF THE ADMINISTRATIVE TEAM THAT HAS THE RESPONSIBILITY OF THE DAY-TO-DAY OPERATIONS FULFILLING THE MANDATES OF THE GOVERNING AUTHORITY AND IS ACCOUNTABLE TO PARENTS, STUDENTS, AND OTHER STAKEHOLDERS.

Indicator 3.1	**Supervision and Evaluation Process:** **Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.**	Score
3.1.B	Implementation of Evaluation and Supervision Processes	

Rubric 3.1.B Implementation of Evaluation and Supervision Processes

Highly Functional ☐

a) The evaluation process is systematically implemented with fidelity by evaluators who have the knowledge, expertise, training.
b) The evaluation process includes mechanisms for ongoing feedback customized professional. development and monitoring.

Operational ☐

a) The evaluation process is implemented by evaluators who have the knowledge, expertise, and training, and
b) The evaluation process includes mechanisms for feedback and monitoring.

Emerging ☐

a) The evaluation process is implemented by trained evaluators and
b) The evaluation process includes a mechanism for feedback.

Not Evident ☐

a) The evaluation process is implemented without consistency and
b) The evaluation process provides little or no feedback.

Evidence (Required and Examples) Indicator 3.1

Indicator 3.1.A-B Required Evidence
Indicator 3.1.A-B Required Evidence for Highly Functional Rating
Outline of the official teacher and staff evaluations, systematic process, timeline, and criteria used
Copy of the teacher/staff evaluation form(s)
Qualifications of teacher/staff evaluators
Evaluation to improvement in professional practice action plans and follow up
Indicator 3.1.A-B Examples of Possible Evidence
Schedule of teacher evaluations
Process of follow up after an evaluation—including system for continual monitoring and feedback
Minutes from Faculty meetings, in-service days, professional development on-campus events
Faculty files showing: Teacher certificates for completion of training
Staff surveys
Outline of Teacher Training Schedule –including topic titles and time spent

Page 81 is Blank

STANDARD THREE: PERFORMANCE LEVEL: 3.2

PERSPECTIVE: ANSWER THE QUESTIONS FROM THE PERSPECTIVE OF THE ADMINISTRATIVE TEAM THAT HAS THE RESPONSIBILITY OF THE DAY-TO-DAY OPERATIONS FULFILLING THE MANDATES OF THE GOVERNING AUTHORITY AND IS ACCOUNTABLE TO PARENTS, STUDENTS, AND OTHER STAKEHOLDERS.

Standard Three: Leadership:
The school leadership and staff support challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills that are founded on shared beliefs about teaching and learning.

Indicator 3.2	**Standardized Processes and Procedures:** **Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.**	Score
3.2.A	Standardized Processes and Procedures	

Rubric 3.2.A Standardized Processes and Procedures

Highly Functional ☐

a) The Institution establishes, written operating processes and procedures for effective day-to-day operations, staff training and emergency procedures.
b) The Institution has credible evidence of effective implementation that is systematic and systemic.
c) The Institution implements admissions policies and procedures consistently and appropriately to assure sufficient enrollment in accordance with all legal, ethical, and professional practice.

Operational ☐

a) The Institution establishes, written processes and procedures for day-to-day operations, staff training and emergency procedures.
b) The Institution has limited evidence of effective implementation of systematic and systemic.
c) The Institution implements admissions policies and procedures to assure sufficient enrollment in accordance with all legal, ethical, and professional practice.

Emerging ☐

a) The Institution establishes some operating processes and procedures related to day-to-day operations.
b) The Institution establishes some operating processes with limited or no evidence of the effectiveness,
c) The Institution implements admissions policies and procedures to assure sufficient enrollment in accordance with all legal practice.

Not Evident ☐

a) The Institution has established vague if any, written operating processes and procedures.
b) The Institution has not established systemic coordination to staff training.
c) The Institutions admissions policies and procedures are not clearly documented.

PERSPECTIVE: ANSWER THE QUESTIONS FROM THE PERSPECTIVE OF THE ADMINISTRATIVE TEAM THAT HAS THE RESPONSIBILITY OF THE DAY-TO-DAY OPERATIONS FULFILLING THE MANDATES OF THE GOVERNING AUTHORITY AND IS ACCOUNTABLE TO PARENTS, STUDENTS, AND OTHER STAKEHOLDERS.

Indicator 3.2	**Standardized Processes and Procedures:** **Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.**	Score
3.2.B	Use of Data in Evaluation of Processes and Procedures	

Rubric 3.2.B Use of Data in Evaluation of Processes and Procedures

Highly Functional ☐

a) The Institution gathers evidence, including the performance of educators and learners, to evaluate the effectiveness of the institution.
b) The Institution provides valuable information for the review and revision of processes and procedures to the administration and governing authority.

Operational ☐

a) The Institution gathers evidence to evaluate the effectiveness of the institution.
b) The Institution provides some information for the review and revision of processes and procedures.

Emerging ☐

a) The Institution gathers limited evidence, to evaluate the effectiveness of the institution.
b) The institution reviews and make revisions, when needed, of processes and procedures.

Not Evident ☐

a) The institution does not have a system to gather evidence to evaluate the effectiveness of the institution.
b) The institution does not review and or revise processes and procedures.

Evidence (Required and Examples) Indicator 3.2

Indicator 3.2.A-B Required Evidence
Employee/Staff handbook or manual

Indicator 3.2.A-B Required Evidence for Highly Functional Rating
Administrative Manual procedures/policies details: • Induction training guidelines for new staff in the culture of the institution, • On-going staff training requirements for following and implementing school policies and procedures, • Evaluation of the effective implementation of past policies/procedures training, • Procedures and or guidelines for implementing future policies/procedures training
Operations manual, detailing step by step procedures for major components of the school's operation.
Induction training materials for new employees
Training material (power points, bulletins etc.) used in the last twelve months for training in the implementation of school policies and or procedures.
Teacher, parent, and students' surveys evaluate the understanding of the institution's policies and procedures.

Indicator 3.2.A-B Examples of Possible Evidence
Calendar or Log of Teacher Training for the current school year
Minutes of Faculty meetings highlighting discussions about policy and procedure
Notes from faculty conferences where policies are addressed
Faculty, Parent, and Student Surveys that address specifically the policies and procedures of the institution
Log, binder, or list of evidence that data has been collected (meetings, conferences, research etc.)
Operations or Faculty Manual: Outline of the review and revision process including what data was utilized and what stakeholders participated in the process
Data concerning evaluations of students including standardized tests etc. to chart overall student progress and effectiveness—including who gathers this information, reporting criteria, and how often test scores are summarized and evaluated
Minutes from committee or action group meetings that review policies, and overall effectiveness—including their summary and recommendations

Page 85 is Blank

STANDARD THREE: PERFORMANCE LEVEL: 3.3

PERSPECTIVE: ANSWER THE QUESTIONS FROM THE PERSPECTIVE OF THE ADMINISTRATIVE TEAM THAT HAS THE RESPONSIBILITY OF THE DAY-TO-DAY OPERATIONS FULFILLING THE MANDATES OF THE GOVERNING AUTHORITY AND IS ACCOUNTABLE TO PARENTS, STUDENTS, AND OTHER STAKEHOLDERS.

Standard Three: Leadership:
The school leadership and staff support challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills that are founded on shared beliefs about teaching and learning.

Indicator 3.3	**Stakeholder Involvement:** **Leaders engage stakeholders to support the achievement of the institution's purpose and direction.**	Score
3.3.A	Formal Processes for Stakeholder Involvement	

Rubric 3.3.A Formal Processes for Stakeholder Involvement

Highly Functional ☐

a) The Administrative Team implements a formal program that provides for meaningful roles and active participation of internal and external stakeholder groups, which include staff, students, parents, community, governmental and educational policy groups.

Operational ☐

a) The Administrative Team provides opportunities for active participation of internal and external stakeholder groups which include staff, students, parents, community, governmental and educational policy groups.

Emerging ☐

a) The Administrative Team provides limited engagement or participation, primarily from internal stakeholder groups like, staff, students and parents.

Not Evident ☐

a) The Administrative Team rarely or never engage participation from any stakeholder groups.

PERSPECTIVE: ANSWER THE QUESTIONS FROM THE PERSPECTIVE OF THE ADMINISTRATIVE TEAM THAT HAS THE RESPONSIBILITY OF THE DAY-TO-DAY OPERATIONS FULFILLING THE MANDATES OF THE GOVERNING AUTHORITY AND IS ACCOUNTABLE TO PARENTS, STUDENTS, AND OTHER STAKEHOLDERS.

Indicator 3.3	**Stakeholder Involvement:** **Leaders engage stakeholders to support the achievement of the institution's purpose and direction.**	Score
3.3.B	Quality of Communication	

Rubric 3.3.B Quality of Communication

Highly Functional ☐

a) The Administrative Team consistently and deliberately enact strategies that provide opportunities for two-way communication between all relevant stakeholder groups.
b) The Administrative Team works with internal and external stakeholder groups including staff, students, parents, community, governmental and educational policy groups that support the school's purpose and direction.

Operational ☐

a) The Administrative Team enact strategies that provide opportunities for two-way communication.
b) The Administrative Team works with internal and external stakeholders that support the school's purpose and direction.

Emerging ☐

a) The Administrative Team provide opportunities for communication.
b) The Administrative Team works with stakeholders that support the school's purpose and direction.

Not Evident ☐

a) The Administrative Team rarely or never enact strategies that provide opportunities for communication.
b) The Administrative Team rarely or never works with stakeholders that support the school's purpose and direction.

Evidence (Required and Examples) Indicator 3.3

Indicator 3.3.A-B Required Evidence
Indicator 3.3.A-B Required Evidence for Highly Functional Rating
Administration/Operations Manual sections detailing: • Program guidelines for participation of multiple stakeholder groups including both internal and external in support of the institutions purpose and direction
Schedule of stakeholder engagement opportunities over the last twelve months
Listing of and samples of formal ways of communication that are available to stakeholders (including but not limited to: website, forums, meetings, conferences, newsletters, publications) and a schedule of availability (monthly quarterly, weekly, ongoing etc.)
Indicator 3.3.A-B Examples of Possible Evidence
Minutes from committee, action group, parent or faculty meeting etc. where input is valued and discussed
Newsletters or other publications summarizing the outcome of such stakeholder group meetings concerning policies etc.
Name, criteria, and job description of stakeholder groups that meet regularly such as parent, faculty, committees or action groups. Include how stakeholders are informed of their opportunities to participate
Copy of course overviews or other publications that outline how and when parents and students may contact teachers
Publications/website pages that give the school office hours, phone number and email address
Flyers advertising informational meetings and Q & A sessions
Any publication/website pages that provides contact information to parents and students
Copies of forms that document meetings such as Parent/Teacher Conference Form
Schedule of meetings held with community leaders, committees, parent groups, action groups
Surveys of stakeholders that ask specifically about their communication opportunities

NARRATIVE QUESTIONS: GROUP ONE: STANDARD THREE: LEADERSHIP

At the end of each Standard is the Institution Narrative for that Section. The Focus Questions are listed here for reference; the actual responses are to be completed in the Self-Study Workbooks as the Accreditation Committees work through each section of the Self-Study.

The focus questions are a tool for providing additional insight to the evaluation team about the specifics of your institution. Refer to the performance level descriptions to guide your writing. Cite sources of evidence accreditation team members may be interested in reviewing. A summary of this Standard is provided to assist the local team to remain centered on the perspective of the Group so that responses stay on topic.

Summary of Group One Leadership-Oversight, Standard Three Leadership:
(Leadership Development and Collaboration, Data Collection for Decision Making)

3.1: The Institution has written supervision and evaluation processes for all staff members that are systematically implemented by qualified evaluators. The implementation of this process uses the results to inform and improve professional practice and student performance and includes mechanisms for ongoing feedback and monitoring.

3.1: The Institution establishes, written operating processes and procedures and effectively implements them to train staff and ensure organizational effectiveness.
The institution gathers data to evaluate the effectiveness of and to provide valuable information for the review and revision of processes and procedures.

3.1: Leaders implement a formal program that provides for meaningful roles, active participation and deliberate opportunities for two-way communication for internal and external stakeholder groups that support the institution's purpose and direction.

Focus Question 3.1: *How do you choose professional development options for your staff, and how do you determine their effectiveness in the classroom?*

Focus Question 3.2: *Describe for us how you have implemented well defined operational policies and procedures that allow parents, teachers, and students to understand the essential elements necessary for student success. Give us an example of how your teaching staff follows the policies, procedures, and best practices while being free to be creative instructors in the classroom.*

3S: ***Areas of Strength:*** *What are your areas of greatest strength and why?* [**Scores of 4 or 3**]

3Q: ***Maintaining Quality:*** *What actions are you implementing to sustain your areas of strength?*

3W: ***Areas of Weakness:*** *What are your areas of weakness and why?* [**Scores of 2 - 1**]

3I: ***Plans for Improvement:*** *The Institution: What are your plans for improvement?*

Group One: Governance and Administration

Group One: Governance and Administration

- *The capacity of governance and Administration to ensure an institution's commitment to and progress towards its stated objectives is an essential element of organizational effectiveness.*
- *An institution's governance is the foundation that provides:*
  - *The fidelity and commitment to its institutional purpose and direction,*
  - *The effectiveness of governance and leadership to enable the institution to realize its stated objectives,*
  - *The ability to engage and involve stakeholders in meaningful and productive ways, and*
  - *The capacity to enact strategies to improve the performance of learners and educators.*

Standard Four Improvement:

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Indicator 4.1 Leadership Development and Collaboration

The institution provides experiences that cultivate and improve leadership effectiveness.

Indicator 4.2 Data Collection for Decision Making

Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making that result in improvement.

Expanding the leadership skills of high-performing teachers and other instructional leaders not only impacts the students in the classroom today, but also builds the foundation for the future of the institution.

"*Moreover thou shalt provide out of all the people able men, such as fear God, men of truth, hating covetousness; and place such over them, to be rulers of thousands, and rulers of hundreds, rulers of fifties, and rulers of tens:* Exodus 18:21 (KJV)

The *Institution's* plans have designed a building; *Governance* has equipped the building; *Leadership* has furnished the building, and now a staff of trained *Leaders* can complete the mission of student learning.

STANDARD FOUR: IMPROVEMENT

FOUNDATION PRINCIPLES

STANDARD FOUR – INDICATORS 4.1 – 4.3

Having well-trained staff and a clearly defined system of verifying improvement is essential for students to be prepared for success at the next level. For any program to continue to improve, a major focus must be on developing the leadership potential of all members of the team, including non-employee stakeholders like parents.

Leadership development is the process by which a member of the administrative team, classroom teacher, other staff member and yes, even parents, are trained and prepared for additional leadership roles within the school/program and beyond.

Administration should look for leadership potential in the people that are currently operating within the school such as teachers and parents. The wise administrator will be able to provide training and opportunities to promote and prepare them for expanding leadership roles. This includes, but is not limited to, enhancing teaching skills, becoming mentors and group leaders.

Surveys have indicated that 82% of teachers reported that they have not received training for all of the leadership roles they have been asked to take on. Leadership Development means providing specific knowledge and skills in order to be successful at the next level. To strengthen leadership capacity, the institution must provide training, resources and the opportunities to grow.

Assessment is an integral part of instruction; it is needed for effective teaching and quality learning. By continuously collecting, analyzing and reviewing data from a wide range of sources, staff, parents, and students will have a better understanding of whether or not the goals of education are being met.

STANDARD FOUR: PERFORMANCE LEVEL: 4.1

NOTE: PROVIDE RESPONSE FROM THE PERSPECTIVE OF THE INSTITUTION FOR STANDARD FOUR.

ANSWER THE QUESTIONS CONSIDERING MULTIPLE STAKEHOLDER PERSPECTIVES INCLUDING THE GOVERNING AUTHORITY, LEADERSHIP, FACULTY, PARENTS, AND STUDENTS.

Standard Four Improvement:
The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Indicator 4.1	**Leadership Development and Collaboration:** **The institution provides experiences that cultivate and improve leadership effectiveness.**	Score
4.1.A	Program for Leadership Development	

Rubric 4.1.A Program for Leadership Development

Highly Functional ☐

a) The Institution enacts a formal program designed to build capacity for effective student instruction, organization effectiveness and administrative leadership.
b) The Leadership Development Program includes modeling, coaching and team building activities based on the institution's foundational principles and culture.

Operational ☐

a) The Institution supports activities designed to build capacity for effective student instruction, organization effectiveness and administrative leadership.
b) The Leadership Development Program may include modeling, coaching and team building activities based on the institution's foundational principles and culture.

Emerging ☐

a) The Institution provides support (financial) designed to build capacity for effective student instruction, organization effectiveness and administrative leadership.
b) The Leadership Development Program may include modeling, coaching and team building activities.

Not Evident ☐

a) The Institution has little or no evidence of opportunities or support, designed to build capacity for effective student instruction, organization effectiveness and administrative leadership.
b) Modeling, coaching and team building activities, are not documented.

PERSPECTIVE: ANSWER THE QUESTIONS CONSIDERING MULTIPLE STAKEHOLDER PERSPECTIVES INCLUDING THE GOVERNING AUTHORITY, LEADERSHIP, FACULTY, PARENTS, AND STUDENTS.

Indicator 4.1	**Leadership Development and Collaboration:** **The institution provides experiences that cultivate and improve leadership effectiveness.**	Score
4.1.B	Culture of Collaboration and Shared Leadership	

Rubric 4.1.B Culture of Collaboration and Shared Leadership

Highly Functional ☐

a) The Institution and its leaders nurture a collaborative culture that includes multiple and varied opportunities for shared leadership among stakeholders.

Operational ☐

a) The Institution and its leaders support a culture that includes opportunities for shared leadership among stakeholders.

Emerging ☐

a) The Institution and its leaders provide opportunities for shared leadership among stakeholders.

Not Evident ☐

a) The Institution and its leaders provide limited opportunities for shared leadership among stakeholders.

Evidence (Required and Examples) Indicator 4.1

Indicator 4.1.A-B Required Evidence
Indicator 4.1.A-B Required Evidence for Highly Functional Rating
Administration/Operations manual details: • Leadership development program including qualifications, training and evaluation procedures • Mentoring, team leadership or other coaching program specifications • Collaborative leadership institutive, program specifics and training requirements • Leadership indicators evaluated for during the staff annual evaluations
Faculty evaluation checklist or evaluation form
Indicator 4.1.A-B Examples of Possible Evidence
Professional Development program, requirements, and documentation of completion
Evidence of participation with Schoolmission.net (Dr. Barry Morris)
Transcripts of CEU's
Schedule of In-Service opportunities provided and documentation of participation
List of department heads, committee leaders, and other school group leadership, including how they were chosen, their duties, (i.e., job descriptions) and how long they serve in that position
Volunteer Policies and Procedures
List of school volunteers, duties, length of service
List of service opportunities within the school

Page 95 is Blank

STANDARD FOUR: PERFORMANCE LEVEL: 4.2

PERSPECTIVE: ANSWER THE QUESTIONS CONSIDERING MULTIPLE STAKEHOLDER PERSPECTIVES INCLUDING THE GOVERNING AUTHORITY, LEADERSHIP, FACULTY, PARENTS, AND STUDENTS.

Standard Four Improvement:
The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Indicator 4.2	**Data Collection for Decision Making:** **Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making that result in improvement.**	Score
4.2.A	System of Data Collection for Decision Making	

Rubric 4.2.A System of Data Collection for Decision Making

Highly Functional ☐

a) The Institution has a comprehensive system for the collection and analysis of feedback data from multiple, reliable sources including internal and external stakeholder groups.

Operational ☐

a) The Institution collects and analyzes feedback data from multiple sources including internal and external stakeholder groups.

Emerging ☐

a) The Institution collects and analyzes feedback data from parent, staff, and student stakeholder groups.

Not Evident ☐

a) The Institution rarely collects and analyzes feedback data from stakeholder groups.

PERSPECTIVE: ANSWER THE QUESTIONS CONSIDERING MULTIPLE STAKEHOLDER PERSPECTIVES INCLUDING THE GOVERNING AUTHORITY, LEADERSHIP, FACULTY, PARENTS, AND STUDENTS.

Indicator 4.2	**Data Collection for Decision Making:** **Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision making that result in improvement.**	Score
4.2.B	Use of Data in Decision Making	

Rubric 4.2.B Analysis of Data in Decision Making

Highly Functional ☐

a) The Institution systematically uses evidence from multiple sources of feedback data to inform decisions that clearly result in improvement.
b) The Institution regularly communicates to stakeholder groups through a variety of mediums the decisions, and progress made on improvements objectives.

Operational ☐

a) The Institution uses feedback data to inform decisions that result in improvement.
b) The Institution regularly communicates decisions to stakeholder groups.

Emerging ☐

a) The Institution includes feedback data as a part of the continuous improvement process.
b) The Institution sometimes communicates decisions to stakeholder groups.

Not Evident ☐

a) The Institution rarely or never uses feedback data to inform decisions for improvement.
b) Communication by the Institution of decisions to stakeholder groups is not evident.

Evidence (Required and Examples) Indicator 4.2

Indicator 4.2.A-B Required Evidence
Indicator 4.2.A-B Required Evidence for Highly Functional Rating
Administration/Operations manual details: • Scope of data collected from all stakeholder surveys • Review and evaluation process of data collected • Policies revision procedures • Communication and training policy/procedures for the implementation of revised policies, procedures or practices.
Indicator 4.2.A-B Examples of Possible Evidence
Schedule of meetings designed for feedback from stakeholders
List of duties of the person or persons in charge of collecting and analyzing data
Technology used, including software and applications, which provide a platform for your school to analyze data collected. Describe what the technology does and how it helps in this process.
Surveys
Description of duties of focus groups, action committees or other groups that would collect data by means of meeting with various stakeholders.
Minutes of Meetings or Form identifying the collection, discussion, analysis and actions discussed. Include the members present
Newsletters or bulletins expressing to the stakeholder's changes made in the institution as a result of data collected.
Operations Manual: policies concerning the discussion and publication of changes made within the institution to the stakeholders
Analysis of standardized test scores and their impact on changes made within the institution
Reports from stakeholder groups concerning data gathered and suggested courses of action

NARRATIVE QUESTIONS: GROUP ONE: STANDARD FOUR: IMPROVEMENT

At the end of each Standard is the Institution Narrative for that Section. The Focus Questions are listed here for reference; the actual responses are to be completed in the Self-Study Workbooks as the Accreditation Committees work through each section of the Self-Study.

The focus questions are a tool for providing additional insight to the evaluation team about the specifics of your institution. Refer to the performance level descriptions to guide your writing. Cite sources of evidence accreditation team members may be interested in reviewing. A summary of this Standard is provided to assist the local team to remain centered on the perspective of the Group so that responses stay on topic.

Summary of Group One Leadership-Oversight, Standard Four Improvement:
(Leadership Development and Collaboration, Data Collection for Decision Making)

4.1 The Institution plans specific opportunities designed to provide leadership development and improve leadership effectiveness, which may include modeling, coaching and team building activities. The Institution and its leaders nurture a collaborative culture that includes multiple and varied opportunities for shared leadership among stakeholders.

4.2 The Institution has a comprehensive system for the collection and analysis of feedback data from multiple, reliable sources and systematically uses this data to make informed decisions that clearly result in improvement. This information is regularly and appropriately communicated to stakeholder groups through a variety of mediums.

Focus Question 4.1a: *Summarize briefly the key elements of your Leadership Development Program.*

Focus Question 4.1b: *Describe the most important thing or things you do as a school to invite collaboration from multiple stakeholders*

Focus Question 4.2: *What do you think is the single most effective tool you are currently utilizing in the interpretation of data as it pertains to continuous improvement and student success?*

4S: ***Areas of Strength:*** *What are your areas of greatest strength and why?* [**Scores of 4 or 3**]

4Q: ***Maintaining Quality:*** *What actions are you implementing to sustain your areas of strength?*

4W: ***Areas of Weakness:*** *What are your areas of weakness and why?* [**Scores of 2 - 1**]

4I: ***Plans for Improvement:*** *What are your plans for improvement?*

Group Two: Teaching/Learning – Standard Five

Group Two: Teaching/Learning:

- The impact of teaching and learning on student achievement and success is the primary expectation of every institution.
- An effective learning culture is characterized by:
  - Positive and productive teacher/learner relationships,
  - High expectations and standards,
  - A challenging and engaging curriculum,
  - Quality instruction and comprehensive support that enable all learners to be successful, and
  - Assessment practices (formative and summative) that monitor and measure learner progress and achievement.
- Moreover, a quality institution evaluates the impact of its learning culture (including all programs and support services) and adjusts accordingly.

Standard Five: The Learning Culture:

All personnel are committed to the written core values of the school, and to creating a culture where the school's values and beliefs about teaching and learning provide opportunities for creativity, innovation, collaboration, and the development of positive relationships that support student achievement.

Indicator 5.1: The Culture of Learning

Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution and the needs of individual students.

Indicator 5.2: Quality Learning Activities

The learning culture promotes creativity, innovation and collaborative problem solving.

Indicator 5.3: Communications Skills

The learning culture develops learners' attitudes, beliefs and skills needed for success.

Indicator 5.4 Student Advocacy

The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.

"The disciple is not above his master: but every one that is perfect shall be as his master". Luke 6:40

Standard Five: The Learning Culture

Foundation Principles

Standard Five – Indicators 5.1 – 5.4

The institution designs and oversees the culture of the school, so that the outcomes reflect what the purpose statement envisioned.
Each child has unique qualities, intrinsic value, and great potential. Understanding this statement is the foundation from which the educational program is developed. Children are designed to learn, and, given a safe environment, quality materials, and thoughtful guidance, they will progress through the stages of learning and development as each new level builds on previous successes. The provider should strategically organize the environment, plan the activities, and provide teaching materials based on biblical principles to work with the child's natural inclination to learn and grow.

Not only should the atmosphere be warm, kind, and positive, but also the teaching materials must complement the biblical principle that each child is special, and that learning is a pleasant experience.

"The disciple is not above his master: but every one that is perfect shall be as his master". Luke 6:40

STANDARD FIVE: PERFORMANCE LEVEL: 5.1

PERSPECTIVE THE LEARNING CULTURE: EVALUATING THE ENVIRONMENT THE STUDENT EXPERIENCES, WHICH DEVELOPS THE ATTITUDES AND SKILLS NEEDED FOR SUCCESS.

Standard Five: The Learning Culture:
All personnel are committed to the written core values of the school, and to creating a culture where the school's values and beliefs about teaching and learning provide opportunities for creativity, innovation, collaboration and the development of positive relationships that support student achievement.

Indicator 5.1	**The Culture of Learning:** **Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution and the needs of individual students.**	Score
5.1.A	Culture of Learning: That the Student Experiences	

Rubric 5.1.A Culture of Learning the Student Experiences

Highly Functional ☐

a) All students experience personalized learning opportunities.
b) All students experience a learning culture based on development of lifelong skills and academic content that is an integral part of the institution's culture.
c) All students experience established educational priorities that permeates teaching and learning at every level that is free of bias following the biblical principle that the Lord does not show partiality. (Romans 2:11).

Operational ☐

Most students experience:
a) personalized learning opportunities,
b) a learning culture based on development of skills and content that is an integral part of the institution,
c) educational priorities that permeates teaching and learning.

Emerging ☐

Some students experience:
a) personalized learning opportunities,
b) a learning culture based on development of skills and content that is an integral part of the institution,
c) educational priorities that permeates teaching and learning.

Not Evident ☐

Students experience:
a) limited personalized learning opportunities,
b) a learning culture that is not clearly defined,
c) educational priorities that are not clearly defined.

PERSPECTIVE THE LEARNING CULTURE: EVALUATING THE ENVIRONMENT THE STUDENT EXPERIENCES, WHICH DEVELOPS THE ATTITUDES AND SKILLS NEEDED FOR SUCCESS.

Indicator 5.1	**The Culture of Learning:** **Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution and the needs of individual students.**	Score
5.1.B	High Expectations	

Rubric 5.1.B High Expectations

Highly Functional ☐

a) Evidence and observation show that alignment between learning opportunities and the institution's high learning expectations is unmistakably evident.

b) The inclusion of the **individual student needs and interest** is an essential component of the learning culture.

Operational ☐

a) Evidence and observation show that the institution strives to align learning opportunities with its high learning expectations with some work still to be accomplished.

Emerging ☐

a) Evidence and observation show that learning opportunities sometimes align to the institution's learning expectations.

Not Evident ☐

a) Evidence and observation show that there is little to no alignment between learning opportunities and the institution's learning expectations.

Evidence (Required and Examples) Indicator 5.1

Indicator 5.1.A-B Required Evidence
Course Overview or curriculum instructions that detail what is necessary for a student to succeed and what is available to help a student struggling in a course/class
Indicator 5.1.A-B Required Evidence for Highly Functional Rating
List resources made available to students such as learning labs, tutoring, peer study groups, virtual learning lab, or other type of assistance.
Indicator 5.1.A-B Examples of Possible Evidence
Teacher Lesson Plan Samples that show small group activities or one-on-one time with the teacher
Resources available to parents to help their child succeed at home
Minutes of meetings where individual learning opportunities, instruction, creativity in the classroom, learning modalities, and similar subjects are explored and discussed.
Teacher lesson plan samples that show opportunities, assignments or projects that provide the student with options to engage and be assessed on mastery
Teacher Evaluations documenting that teachers are teaching to a variety of modalities, and implementing the practices discussed with leadership
Course Overview indicating “How to get an A in this class” listing expectations of students in the program
Crossovers between standards (CPALMS for example) and curriculum used
Research based curriculum standards
Objectives/Scope and Sequence published by the publisher of the curriculum

Page 105 is blank

STANDARD FIVE: PERFORMANCE LEVEL: 5.2

PERSPECTIVE THE LEARNING CULTURE: EVALUATING THE ENVIRONMENT THE STUDENT EXPERIENCES, WHICH DEVELOPS THE ATTITUDES AND SKILLS NEEDED FOR SUCCESS.

Standard Five: The Learning Culture:
All personnel are committed to the written core values of the school, and to creating a culture where the school's values and beliefs about teaching and learning provide opportunities for creativity, innovation, collaboration and the development of positive relationships that support student achievement.

Indicator 5.2	**Quality Learning Activities:** **The learning culture promotes creativity, innovation and collaborative problem solving.**	Score
5.2.A	Quality Learning Activities	

Rubric 5.2.A Quality Learning Activities

Highly Functional ☐

a) Faculty and Staff purposefully plan and implement all learning experiences and activities.
b) Faculty and Staff actively promote a high level of learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem solving, and self-reflection, that promote the learners' active discovery and expression of needs and interests.
c) Faculty and Staff include the completion of projects and inquiry-based activities within all courses and subjects.

Operational ☐

a) Faculty and Staff plan and implement most learning experiences and activities,
b) Faculty and Staff promote a high level of learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem solving, and self-reflection
c) Faculty and Staff include the completion of some projects and inquiry-based activities within some courses and subjects.

Emerging ☐

a) Faculty and Staff plan and implement some learning experiences and activities,
b) Faculty and Staff promote some learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem solving, and self-reflection
c) Faculty and Staff sometimes include projects and inquiry-based activities within some courses and subjects.

Not Evident ☐

a) Faculty and Staff have little or no documentation of learning experiences and activities,
b) Faculty and Staff have little or no documentation of learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem solving, and self-reflection
c) Faculty and Staff have little or no documentation of projects and inquiry-based activities within any courses and subjects.

PERSPECTIVE THE LEARNING CULTURE: EVALUATING THE ENVIRONMENT THE STUDENT EXPERIENCES, WHICH DEVELOPS THE ATTITUDES AND SKILLS NEEDED FOR SUCCESS.

Indicator 5.2	**Quality Learning Activities:** **The learning culture promotes creativity, innovation and collaborative problem solving.**	Score
5.2.B	Attitude Toward Learning	

Rubric 5.2.B Attitude Toward Learning

Highly Functional ☐

a) All Faculty and Staff enthusiastically embrace and consistently demonstrate a set of shared beliefs.
b) All Faculty and Staff focus on learner engagement.
c) All Faculty and Staff work to develop creativity, innovation and problem solving in their students.
d) All Faculty and Staff work to develop in students the non-academic skills essential for success such as: Character, Manners, Communication Skills, Personal Responsibility, Self-Advocacy, Tenacity, and Social and Emotional Skills.

Operational ☐

a) All Faculty and Staff exhibit a set of shared beliefs
b) All Faculty and Staff focuses on learner engagement
c) All Faculty and Staff work to develop creativity, and problem solving in their students.

Emerging ☐

a) Some But Not All Faculty and Staff exhibit some shared beliefs
b) Some But Not All Faculty and Staff focus on learner engagement
c) Some But Not All Faculty and Staff work to develop creativity and problem solving in their students.

Not Evident ☐

a) There is little or no evidence that, Faculty and Staff exhibit shared beliefs
b) **There is little or no evidence that, Faculty and Staff** focus on learner engagement
c) There is little or no evidence that, Faculty and Staff work to develop creativity and problem solving in their students.

Evidence (Required and Examples) Indicator 5.2

Indicator 5.2.A-B Required Evidence
Faculty Manual: • The culture of the classroom and • The role faculty play in creating that environment including • The importance of providing a safe learning place for student participation, • Strategies for: 1. Student engagement, 2. Learner involvement, 3. Creativity and 4. Creative problem solving.
Indicator 5.2.A-B Required Evidence for Highly Functional Rating
Minutes of faculty planning sessions or faculty training outline where classroom learning strategies are discussed (creative teaching, discovery learning, learner engagement)
Indicator 5.2.A-B Examples of Possible Evidence
Workshops and training on creative teaching, problem solving and critical thinking
Teacher professional development on classroom strategies, creative teaching, critical thinking
Teacher evaluations that document teachers using engaging methods in the classroom
Schedule of field trips or special speakers that will allow students to engage and explore
Quarterly overviews that outline specific projects or activities where students can engage in the creative learning process (thematic unit students etc.)
Minutes of meetings where teachers discuss and learn about the culture or the environment that they produce in the classroom—including details on how to provide a safe place for student participation, strategies for student engagement, learner involvement, and creative problem solving.
Workshop or Training Session Topics/Schedules on learner engagement, involvement, and creative problem solving
Samples of lesson plans where teachers list activities in the classroom that promote students' engagement, learner involvement, and creative problem solving.
Copy of Teacher Contract or other signed document that requires teachers and staff to enthusiastically provide a culture in the classroom of student engagement, learner involvement, and creative problems solving etc.
Samples of lesson plans that outline creative play, projects, discovery learning etc.

Page 109 is blank

STANDARD FIVE: PERFORMANCE LEVEL: 5.3

PERSPECTIVE THE LEARNING CULTURE: EVALUATING THE ENVIRONMENT THE STUDENT EXPERIENCES, WHICH DEVELOPS THE ATTITUDES AND SKILLS NEEDED FOR SUCCESS.

Standard Five: The Learning Culture:
All personnel are committed to the written core values of the school, and to creating a culture where the school's values and beliefs about teaching and learning provide opportunities for creativity, innovation, collaboration and the development of positive relationships that support student achievement.

Indicator 5.3	**Communication Skills:** **The learning culture develops learners' attitudes, beliefs and skills needed for success.**	Score
5.3 A	Teaching Communications Skills	

Rubric 5.3.A Teaching Communications Skills

Highly Functional ☐

a) Educators, Instructors, Teaching Staff consistently provide numerous and equitable experiences for all students.
b) Educators, Instructors, Teaching Staff teach learners effective communication skills in all formats including oral, written, and digital.
c) Educators, Instructors, Teaching Staff require the development of self-direction by equipping the learner to identify where they are in the learning continuum, set goals for their learning and to monitor their own progress.
d) Educators, Instructors, and Teaching Staff encourage input from students throughout the learning process and instructional activities.

Operational ☐

a) Educators, Instructors, and Teaching Staff usually provide experiences that teach learners effective communication skills in all formats (oral, written, and digital)
b) Educators, Instructors, and Teaching Staff teach learners communication skills in some formats (oral, written, and digital),
c) Educators, Instructors, and Teaching Staff encourage students to develop self-direction by setting goals for their learning and monitor their progress.

Emerging ☐

a) s **Educators, Instructors, and Teaching Staff** sometimes provide experiences that teach learners communication skills in some formats (oral, written, and digital)
b) Educators, Instructors, and Teaching Staff provide some instruction for developing communication skills in some formats (oral, written, and digital),
c) Educators, Instructors, and Teaching Staff encourage students to set goals for their learning.

Not Evident ☐

a) Educators, Instructors, Teaching Staff rarely or never provide experiences to teach learners communication skills in varied formats (oral, written, and digital)
b) Educators, Instructors, Teaching Staff rarely or never teach learners communication skills in some formats (oral, written, and digital),
c) Educators, Instructors, Teaching Staff rarely or never encourage learners to set goals and monitor their progress, or it is not evident.

PERSPECTIVE THE LEARNING CULTURE: EVALUATING THE ENVIRONMENT THE STUDENT EXPERIENCES, WHICH DEVELOPS THE ATTITUDES AND SKILLS NEEDED FOR SUCCESS.

Indicator 5.3	**Communication Skills:** **The learning culture develops learners' attitudes, beliefs and skills needed for success.**	Score
5.3.B	Development of Student Dispositions	

Rubric 5.3.B Development of Student Dispositions

Highly Functional ☐

a) The Institution clearly and consistently demonstrates the explicit and intentional development of learners' positive attitudes, self-perceptions, and beliefs about learning.
b) The Institution has in place appropriate, clearly defined, disciplinary policies that are consistently applied equally to all students.
c) The Institution employs procedures that provide for a safe and positive learning environment for all students.

Operational ☐

a) The Institution consistently demonstrates the explicit development of learners' positive attitudes, self-perceptions, and beliefs about learning,
b) The Institution has in place appropriate disciplinary policies that are applied equally to all students,
c) The Institution employs procedures that provide for a safe and positive learning environment for all students.

Emerging ☐

a) The Institution demonstrates some development of learners' positive attitudes, self-perceptions and beliefs about learning,
b) The Institution has in place disciplinary policies with limited details about how they are implemented equitably
c) The Institution publishes procedures that would provide for a safe learning environment for all students.

Not Evident ☐

a) The Institution demonstrates little or no explicit development of learners' positive attitudes, self-perceptions and beliefs about learning,
b) The Institution has in limited or not clearly defined disciplinary policies with limited or no details about how they are implemented equitably,
c) The Institution provides limited training or procedures that would provide for a safe learning environment for all students.

Evidence (Required and Examples) Indicator 5.3

Indicator 5.3.A-B Required Evidence
Parent or Student Handbook that gives an: • Overview of the positive attitude the school/faculty has toward student learning • In line with vision/mission of the school and • What they believe about a student's purpose and success • Discipline policies and procedures
Indicator 5.3.A-B Required Evidence for Highly Functional Rating
Minutes of meetings where faculty and/or stakeholders discuss strategies to create learning environments where students are encouraged and affirmed.
Indicator 5.3.A-B Examples of Possible Evidence
Policies that require teachers to include the teaching of effective communication skills (oral, written, and digital)
Minutes of meetings where the development of students as independent learners and being life-long learners is discussed.
Sample lesson plans that demonstrate that students are expected to set goals and complete work independently.
Crossover from standards (CPALMS etc.) to lesson plans showing that the effective communication requirements are covered in the lesson
Forms that are designed for students to set and monitor their own progress in a specific subject or course
Projects that are designed by the student and their step-by-step process to completion
Assessments that focus on the progress made by students in effective communication (such as writing assessments, oral reports, digital projects, or standardized tests)
Course overview explaining how effective communication opportunities are provided throughout the course
Samples of classroom posters, signs, or decorations that have a positive message about learning
Samples of digital communications where a teacher is encouraging a student and sharing positive beliefs about the student's outcome
Creeds and/or statements that the school adopts concerning the positive attitude toward student success
Surveys of students being asked if they felt the environment of the classroom led them to a positive self-perception and successful experience
Surveys of parents being asked if they felt their children had been in a positive atmosphere where their self-perception had been encouraging and constructive.

Page 113 is blank

STANDARD FIVE: PERFORMANCE LEVEL: 5.4

PERSPECTIVE THE LEARNING CULTURE: EVALUATING THE ENVIRONMENT THE STUDENT EXPERIENCES, WHICH DEVELOPS THE ATTITUDES AND SKILLS NEEDED FOR SUCCESS.

Standard Five: The Learning Culture:
All personnel are committed to the written core values of the school, and to creating a culture where the school's values and beliefs about teaching and learning provide opportunities for creativity, innovation, collaboration and the development of positive relationships that support student achievement.

Indicator 5.4	**Student Advocacy:** **The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.**	Score
5.4.A	Formal Student Advocacy Program	

Rubric 5.4.A Formal Student Advocacy Program

Highly Functional ☐

a) The Institution implements a formal structure for all learners to have frequent and consistent access to a particular adult selected by the learner or parent.
b) The Institution regularly and comprehensively evaluates the student advocacy program and updates its goals.
c) The Institution ensures that the student advocacy program fully supports learners throughout their educational experiences.
d) The institution provides access to and supports students that pursue courses and opportunities that are more academically challenging than required.

Operational ☐

a) The institution implements a formal structure for learners to have consistent access to an adult
b) The institution regularly evaluates the student advocacy program
c) The institution ensures that the student advocacy program supports learners throughout their educational experiences.

Emerging ☐

a) The institution implements a minimal structure for learners to have access to an adult
b) The institution informally evaluates the student advocacy program
b) The institution ensures that learners have access to support during their educational experiences.

Not Evident ☐

a) The institution has no structure for learners to have access to an adult
b) The institution does not have an evaluation plan for revision of a student support system
b) The institution cannot demonstrate that it ensures the learners are supported during their educational experiences.

PERSPECTIVE THE LEARNING CULTURE: EVALUATING THE ENVIRONMENT THE STUDENT EXPERIENCES, WHICH DEVELOPS THE ATTITUDES AND SKILLS NEEDED FOR SUCCESS.

Indicator 5.4	**Student Advocacy:** **The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.**	Score
5.4.B	Development of Relationships	

Rubric 5.4.B Development of Relationships

Highly Functional ☐

a) The Institution consistently ensures each learner has numerous opportunities to develop strong and mutually respectful relationships with the institution's adults and the learner's peers.
b) The Institution emphasizes the importance of healthy relationships in its publications, Faculty/Staff training, and the culture of the classrooms.
c) The Institution expresses the belief that diverse backgrounds and abilities are a part of God's beautiful design and plan and that all students are uniquely equipped to successfully fulfill their purpose.

Operational ☐

a) The Institution ensures learners have opportunities to develop strong and mutually respectful relationships with the institution's adults and the learner's peers.

Emerging ☐

a) The Institution provides learners with some opportunities to develop respectful relationships with the institution's adults and the learner's peers.

Not Evident ☐

a) The Institution provides learners with limited or no opportunities to develop respectful relationships with the institution's adults and the learner's peers.

Evidence (Required and Examples) Indicator 5.4

Indicator 5.4.A-B Required Evidence
Administrative/Staff handbook or manual detailing: The importance of and guidelines for relationships between parent and faculty. The importance of and guidelines for relationships between faculty and students.
The posting of the Reporting Misconduct Poster to be made viewable by all students in the event that an adult at the school has acted in a way that would affect the health, safety, or welfare of the student (Campus based schools, visually checked during the site visit)

Indicator 5.4.A-B Required Evidence for Highly Functional Rating
Copy of forms used by the guidance office for student counseling and referral.
Evidence of Teacher advocacy training. i.e. workshops on "The Heart of the Child" or similar content.

Indicator 5.4.A-B Examples of Possible Evidence
Statements of Faith or Family that outline the importance of the family structure and the crucial relationship between parent and child as being the model God has designed for child growth and success
Specific policies for mentoring programs, or the assignments of students to a particular guidance counselor, faculty member, or coach.
Guidelines for assigning students to particular adults for support throughout their education within your school
Minutes of the meeting(s) where a formal structure for creating a mentoring program (including the assignment of students to a particular adult or guidance counselor) is discussed and/or designed
Policies or guidelines that instruct faculty/staff to provide support to individual students as they see fit, reporting policies of serious issues
Policies for teacher availability to students and methods of contact (This may include your policies on social media guidelines with students)
Minutes of meetings or policy guidelines where teacher/student relationships are discussed, and proper guidelines are given.
Lesson plan where group projects, activities, or social gatherings are planned
Surveys of students asked if they were given opportunity to build a relationship with their teacher and/or peers and to list specific examples
Surveys of parents asked if they felt their children were provide ample opportunities to build a positive relationship with their teacher and/or peers and give examples

Narrative Questions: Group Two: Standard Five: Learning Culture

At the end of each Standard is the Institution Narrative for that section. The Focus Narratives are listed here for reference; the actual responses are to be completed in the Self-Study Workbooks as the Accreditation Committees work through each section of the Self-Study.

The focus questions are a tool for providing additional insight to the evaluation team about the specifics of your institution. Refer to the performance level descriptions to guide your writing. Cite sources of evidence accreditation team members may be interested in reviewing. A summary of this Standard is provided to assist the local team to remain centered on the perspective of the Group so that responses stay on topic.

Summary of Group Two Teaching/Learning: Standard Five, The Culture of Learning:
(Culture of Learning, Quality Learning Activities, Communication Skills, Student Advocacy)

5.1 Personalized learning opportunities are a part of the culture of the school and there is an obvious alignment between learning opportunities and the school's high learning expectations.

5.2. The faculty purposefully plan and implement learning opportunities that engage the learner, encourage creativity, creative thinking, projects and inquiry-based activities, and enthusiastically demonstrates an attitude toward learning that promotes creativity, innovation and problem solving.

5.3 Faculty consistently teach effective communication skills in all formats and expect students to set goals and monitor their progress as well as developing positive attitudes, self-perceptions and beliefs about learning.

5.4 The institution implements and evaluates a structure by which all students have access to a particular adult (including parents) who fully supports them as they learn and provides opportunities to develop strong and respectful relationships among the school's adults and peers.

Focus Narrative 5.1: *Highlight specific examples of how your school provides learning opportunities to students that are aligned with your high expectations of student outcomes.*

Focus Narrative 5.2: *Describe how your school provides opportunities for students to engage with learning that promotes creativity, critical thinking, innovation, collaboration, and self-reflection.*

Focus Narrative 5.3*: Illustrate how important effective communication skills (oral, written, and digital) are for students and your best practices for ensuring these skills are taught. Include any practices that expect students to engage in self-direction and monitoring their own progress.*

5S: ***Areas of Strength:*** *What are your areas of greatest strength and why?* [**Scores of 4 or 3**]

5Q: ***Maintaining Quality:*** *What actions are you implementing to sustain your areas of strength?*

5W: ***Areas of Weakness:*** *What are your areas of weakness and why?* [**Scores of 2 - 1**]

5I: ***Plans for Improvement:*** *What are your plans for improvement?*

Group Two: Teaching/Learning – Standard Six

Group Two: Teaching/Learning:

- The impact of teaching and learning on student achievement and success is the primary expectation of every institution.
- An effective learning culture is characterized by:
  - Positive and productive teacher/learner relationships,
  - High expectations and standards,
  - A challenging and engaging curriculum,
  - Quality instruction and comprehensive support that enable all learners to be successful, and
  - Assessment practices (formative and summative) that monitor and measure learner progress and achievement.
- Moreover, a quality institution evaluates the impact of its learning culture (including all programs and support services) and adjusts accordingly.

Standard Six: Curriculum Alignment:

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

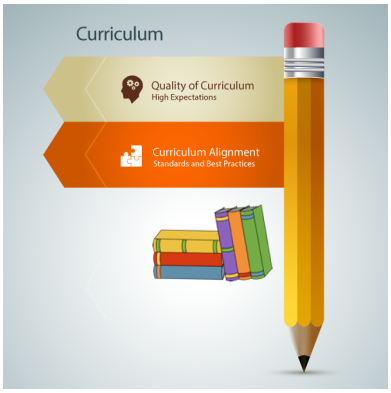
Indicator 6.1 Quality of Curriculum

Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

Indicator 6.2 Curriculum Alignment

The institution implements a process to ensure the curriculum is aligned to standards and best practices.

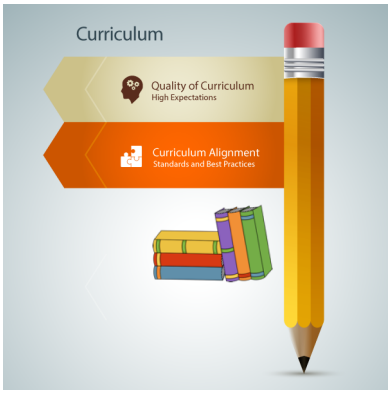
"Give instruction to a wise man, and he will be yet wiser: teach a just man, and he will increase in learning." Proverbs 9:9



Standard Six Curriculum Alignment

Foundation Principles:

Standard Six - Indicators 6.1 - 6.2



Quality curriculum, materials and activities based on biblical principles provide a continuum of learning and opportunity for creative development that moves at a natural pace and with the child's ability to learn. Along this path, over time, children explore, learn, and grow in the development of their bodies (physical activity), their minds (cognitive and language skills) and their awareness of themselves and others (social and self-development).

STANDARD SIX: PERFORMANCE LEVEL: 6.1

PERSPECTIVE CURRICULUM: EVALUATION OF THE SCHOOL'S CURRICULUM, INCLUDING EXPECTATIONS, IMPLEMENTATION, QUALITY, STANDARDS AND BEST PRACTICES.

Standard Six: Curriculum Alignment:
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator 6.1	**Quality of Curriculum:** **Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.**	Score
6.1.A	Quality of Curriculum	

Rubric 6.1.A Quality of Curriculum

Highly Functional ☐

a) The Institution has adopted, and all educators consistently implement a relevant, rigorous, and aligned curriculum.
b) The Institution consistently oversees curriculum alignment and effectiveness across all grade levels, skill levels and content areas.
c) The Institution provides appropriate staffing and instructional formats that are made available when appropriate to all students.

Operational ☐

a) The Institution has adopted and most educators consistently implement a relevant, rigorous, and aligned curriculum
b) The Institution oversees alignment across most grade levels, skill levels and content areas.
c) The Institution employs various instructional formats that are made available when appropriate to students.

Emerging ☐

a) The Institution has adopted a relevant, rigorous, and aligned curriculum, however documentation that educators implement is consistently lacking,
b) The Institution oversee alignment across some grade levels and content areas,
c) The Institution employs some instructional formats that are made available to students.

Not Evident ☐

a) The Institution has adopted a curriculum but can provide little or no evidence of consistent implementation
b) The Institution has not documented alignment across grade levels and content areas,
c) The Institution employs limited instructional formats that are made available to students.

PERSPECTIVE CURRICULUM: EVALUATION OF THE SCHOOL'S CURRICULUM, INCLUDING EXPECTATIONS, IMPLEMENTATION, QUALITY, STANDARDS AND BEST PRACTICES.

Indicator 6.1	**Quality of Curriculum:** **Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.**	Score
6.1.B	Expectations of Educators	

Rubric 6.1.B Expectations of Educators

Highly Functional ☐

a) Educators, Instructors, Teaching Staff expect all learners to participate in a curriculum that is based on high expectations for learning.
b) Educators, Instructors, Teaching Staff implement the assigned program faithfully to prepare students to be successful at their next levels.
c) Educators, Instructors, and Teaching Staff design instruction with the goal of seeing each learner reach his or her potential.

Operational ☐

a) Educators, Instructors, and Teaching Staff expect most learners to participate in a curriculum that is based on high expectations for learning
b) Educators, Instructors, and Teaching Staff implement the assigned program to prepare students to be successful at their next levels.

Emerging ☐

a) Educators, Instructors, and Teaching Staff expect some learners to participate in a curriculum that has high expectations for learning
b) Educators, Instructors, and Teaching Staff implement the program inconsistently which may or may not prepare students for their next levels.

Not Evident ☐

a) Educators, Instructors, and Teaching Staff engage learners in a curriculum that my not have high expectations for learning,
b) Educators, Instructors, and Teaching Staff do not implement the program as designed which may or may not prepare them for their next levels.

Evidence (Required and Examples) Indicator 6.1

Indicator 6.1.A-B Required Evidence
Scope and Sequence for all curriculum in use
Curriculum Guides for each textbook

Indicator 6.1.A-B Required Evidence for Highly Functional Rating
Criteria for reviewing and choosing curriculum
Policies concerning the use and implementation of curriculum at every grade level and across all content (May include a Course Progression table.)
Crossover from curriculum to set of standards (CPALMS, Core Knowledge, etc.)

Indicator 6.1.A-B Examples of Possible Evidence
Crossover aligning curriculum to standards or expected outcomes
Research that includes data concerning student outcomes and specific curriculum
Policies concerning the use and implementation of curriculum at every grade level and across all content
Course overviews, syllabi, or other documentation that shows plans to complete and/or thoroughly work through the curriculum
Evidence that teachers are supplementing curriculum with rigorous projects or hands-on activities and lessons that teach to different modalities of learning (Show that the teacher is NOT just teaching the book.)
Standardized test scores correlating with years of using particular curriculum and the analysis of scores as they pertain to student success or deficits.
Policies or strategies for ensuring active student engagement and participation—leading to mastery and student success
Teacher training or established guidelines concerning students' progress through a course and their readiness for the next level (May include diagnostic assessment policies and practices)
Interventions available including credit recovery and remedial assistance for students who may not be prepared for the next level of learning
Additional services offered (labs, tutoring, peer reviews, online resources, etc.) that can help ensure that students are able to be prepared for the next level
Minutes of meetings or guidelines concerning student expectations
Surveys of students and/or parents asked if they felt they were adequately prepared for the next level
Portfolio reviews, grade reports or formal assessments to document students' independent master and progress
Data concerning the number of students prepared for AP, Dual Enrollment, and Graduation

Page 123 is blank

STANDARD SIX: PERFORMANCE LEVEL: 6.2

PERSPECTIVE CURRICULUM: EVALUATION OF THE SCHOOL'S CURRICULUM, INCLUDING EXPECTATIONS, IMPLEMENTATION, QUALITY, STANDARDS AND BEST PRACTICES.

Standard Six: Curriculum Alignment:
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator 6.2	**Curriculum Alignment:** **The institution implements a process to ensure the curriculum is aligned to standards and best practices.**	Score
6.2.A	Curriculum Alignment to Standards	

Rubric 6.2.A Curriculum Alignment to Standards

Highly Functional ☐

a) The Institution implements a systematic process to ensure the curriculum and instruction is clearly aligned to a recognized, rigorous set of standards.

Operational ☐

a) The Institution implements a process to ensure the curriculum is aligned to a rigorous set of standards.

Emerging ☐

a) The Institution appears to have a process to ensure the curriculum is aligned to a set of standards.

Not Evident ☐

a) The Institution rarely or never ensures the curriculum is aligned to a set of standards.

PERSPECTIVE CURRICULUM: EVALUATION OF THE SCHOOL'S CURRICULUM, INCLUDING EXPECTATIONS, IMPLEMENTATION, QUALITY, STANDARDS AND BEST PRACTICES.

Indicator 6.2	**Curriculum Alignment:** **The institution implements a process to ensure the curriculum is aligned to standards and best practices.**	Score
6.2.B	Curriculum Alignment (Research and Best Practices)	

Rubric 6.2.B Curriculum Alignment to Research and Best Practices

Highly Functional ☐

a) The institution employs a clearly defined process to align curriculum to verifiable research and adjust instructional practices to ensure alignment and effectiveness for all learners.
b) The Curriculum employs defined best practices related to the institution's purpose.

Operational ☐

a) The Curriculum is aligned to research
b) The Curriculum employs some defined best practices related to the institution's purpose.

Emerging ☐

a) The Curriculum is somewhat aligned to research or
b) The Curriculum is not evaluated in the context of best practices as it relates to the institution's purpose.

Not Evident ☐

a) The Curriculum has minimal or no alignment to research
b) The Curriculum does not meet defined best practices or alignment to the institution's purpose.

Evidence (Required and Examples) Indicator 6.2

Indicator 6.2.A-B Required Evidence
(Repeat of 6.1) Scope and Sequence for all curriculum in use
(Repeat of 6.1) Curriculum Guides for each textbook in active operation
Curriculum/Course alignment with www.cpalms.org or other recognized research-based standard
Indicator 6.2.A-B Required Evidence for Highly Functional Rating
(Repeat of 6.1) Crossover from curriculum to set of standards (CPALMS, Core Knowledge, etc.)
Indicator 6.2.A-B Examples of Possible Evidence
Crossover from curriculum to set of standards (CPALMS, Core Knowledge, etc.)
Schedule of stakeholder review of curriculum and standards including how often is curriculum reviewed, who is involved in the decisions, what research is considered and how are decisions made concerning curriculum choices
Research concerning national outcomes of curriculum used and student success
Local and personal experience concerning the use of curriculum and student success
Alignment of curriculum and the purpose, vision, and mission of the school
Minutes of meetings from curriculum review boards (or equivalent group) including research and best practices presented

Narrative Questions: Group Two: Standard Six Curriculum Alignment

At the end of each Standard is the Institution Narrative for that section. The Focus Narratives are listed here for reference; the actual responses are to be completed in the Self-Study Workbooks as the Accreditation Committees work through each section of the Self-Study.

The focus questions are a tool for providing additional insight to the evaluation team about the specifics of your institution. Refer to the performance level descriptions to guide your writing. Cite sources of evidence accreditation team members may be interested in reviewing. A summary of this Standard is provided to assist the local team to remain centered on the perspective of the Group so that responses stay on topic.

Summary of Group Two Teaching/Learning: Standard Six Curriculum Alignment:
(Quality of Curriculum, Curriculum Alignment)

6.1 The institution has adopted, and the faculty consistently implements a rigorous curriculum that is based on high expectations and expects students to participate and be successfully prepared for the next level.

6.2 The institution implements a systematic process to assure that curriculum is aligned to recognized standards based on research and best practices related to the institution's purpose.

Focus Narrative 6.1a: *Give a brief overview of your plan for training faculty for the consistent implementation of curriculum in the classroom across all content areas.*

Focus Narrative 6.1b: *Describe how your school communicates high academic expectations to students and how your program prepares them for the next level. You may include details on intervention/services and credit recovery options for students who fall below this level of expectation.*

Focus Narrative 6.2*: Give a brief overview how your school ensures your curriculum is aligned to recognized, rigorous standards AND to your vision and purpose as an institution. You may include your system, policies and procedures for curriculum review and adoption.*

6S: ***Areas of Strength:*** *What are your areas of greatest strength and why?* [**Scores of 4 or 3**]

6Q: ***Maintaining Quality:*** *What actions are you implementing to sustain your areas of strength?*

6W: ***Areas of Weakness:*** *What are your areas of weakness and why?* [**Scores of 2 - 1**]

6I: ***Plans for Improvement:*** *What are your plans for improvement?*

Group Two: Teaching/Learning – Standard Seven

Group Two: Teaching/Learning:

- The impact of teaching and learning on student achievement and success is the primary expectation of every institution.
- An effective learning culture is characterized by:
  - Positive and productive teacher/learner relationships,
  - High expectations and standards,
  - A challenging and engaging curriculum,
  - Quality instruction and comprehensive support that enable all learners to be successful, and
  - Assessment practices (formative and summative) that monitor and measure learner progress and achievement.
- Moreover, a quality institution evaluates the impact of its learning culture (including all programs and support services) and adjusts accordingly.

Standard Seven: Instruction:

The instructional program is carefully developed, documented, and well executed to meet high expectations and individual students' needs. Instruction employs a wide variety of effective strategies preparing students to meet future educational goals, and implements, evaluates, and monitors processes that lead to student success.

Indicator 7.1 Flexible Instruction

Instruction is monitored and adjusted to meet individual learner's needs and the institution's learning expectations.

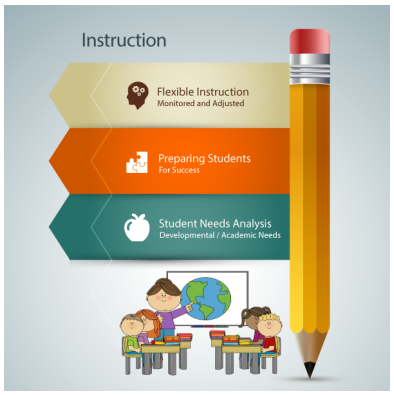
Indicator 7.2 Preparing Students for Success

The institution provides programs and services for learners' educational future and career planning.

Indicator 7.3 Student Needs Analysis

The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.

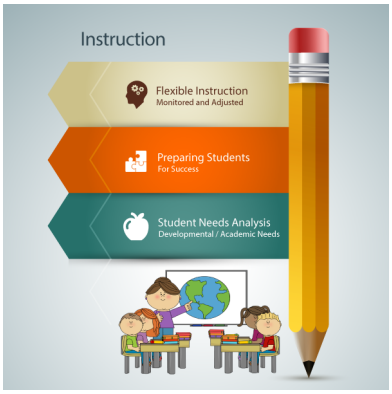
"I will instruct thee and teach thee in the way which thou shalt go: I will guide thee with mine eye". Proverbs 32:8



Standard Seven: Instruction

Foundation Principles:

Standard Seven - Indicators 7.1 - 7.3



God has given parents the primary responsibility for instructing their children. A school that truly offers a Christian education will partner with parents. The classroom instruction will be an extension of what parents already do at home. Parents need to be well informed of the Purpose and Direction of the institution so they can participate in a program that matches their goals. The result will be a community that values parental input and views education as a collaborative effort between families and the school.

Student Advocacy is empowering students to overcome obstacles to their growth both inside and outside the classroom. The culture of the institution should encourage students to maximize their educational experience and prepare them for involvement in the larger community and for life beyond college.

STANDARD SEVEN: PERFORMANCE LEVEL: 7.1

PERSPECTIVE INSTRUCTION: EVALUATION OF INSTRUCTION BASED ON A WIDE RANGE OF STUDENT NEEDS, AND THE SCHOOLS EXPECTATIONS.

Standard Seven: Instruction:
The instructional program is carefully developed, documented, and well executed to meet high expectations and individual student's needs. Instruction employs a wide variety of effective strategies preparing students to meet future educational goals, and implements, evaluates, and monitors processes that lead to student success.

Indicator 7.1	**Flexible Instruction:** **Instruction is monitored and adjusted to meet individual learner's needs and the institution's learning expectations.**	Score
7.1.A	Flexible Instruction	

Rubric 7.1.A Flexible Instruction

Highly Functional ☐

a) Educators, Instructors, Teaching Staff consistently use current and relevant data across all content areas, including the importance of the contributions of the global community.
b) Educators, Instructors, Teaching Staff employ a clearly defined process to monitor and adjust instruction to ensure individual learner's needs are being consistently met.
c) Educators, Instructors, Teaching Staff align content delivery to ensure the institution's learning expectations are met.

Operational ☐

a) Educators, Instructors, Teaching Staff use current and relevant data from major content areas
b) Educators, Instructors, Teaching Staff employ a process to monitor and adjust instruction to ensure the individual learner's needs
c) Educators, Instructors, Teaching Staff align content delivery to meet the institution's learning expectations are met.

Emerging ☐

a) Educators, Instructors, Teaching Staff sometimes use relevant data in some content areas
b) Educators, Instructors, Teaching Staff adjust instruction to ensure the individual learner's needs
c) Educators, Instructors, Teaching Staff may align content the institution's learning expectations are met.

Not Evident ☐

a) Educators, Instructors, Teaching Staff rarely or never use data (or there is no evidence that they do)
b) Educators, Instructors, Teaching Staff do not have a defined process to monitor and adjust instruction to ensure the individual learner's needs
c) Educators, Instructors, Teaching Staff do not document alignment to the institution's learning expectations.

PERSPECTIVE INSTRUCTION: EVALUATION OF INSTRUCTION BASED ON A WIDE RANGE OF STUDENT NEEDS, AND THE SCHOOLS EXPECTATIONS.

Indicator 7.1	**Flexible Instruction:** **Instruction is monitored and adjusted to meet individual learner's needs and the institution's learning expectations.**	Score
7.1.B	Individualization of Instruction	

Rubric 7.1.B Individualization of Instruction

Highly Functional ☐

a) Educators, Instructors, and Teaching Staff consistently implement effective, individualized instructional strategies giving the learner access and choice in academic and non-academic opportunities according to their grade level.
b) Educators, Instructors, and Teaching Staff address individual learners' needs based on deliberate and purposeful planning according to the expected sequencing of courses.

Operational ☐

a) Educators, Instructors, and Teaching Staff implement individualized instructional strategies
b) Educators, Instructors, and Teaching Staff address individual learner's needs based on purposeful planning.

Emerging ☐

a) Educators, Instructors, and Teaching Staff sometimes implement effective, somewhat individualized instructional strategies
b) Educators, Instructors, and Teaching Staff address individual learner's needs based on planning.

Not Evident ☐

a) Educators, Instructors, and Teaching Staff rarely or never engage in deliberate and purposeful strategies (or none can be documented)
b) Educators, Instructors, and Teaching Staff do not document effective instructional strategies that address individual learner's needs.

Evidence (Required and Examples) Indicator 7.1

Indicator 7.1.A-B Required Evidence
Faculty or other Handbook or documentation outlining: • Philosophies, strategies and best practices toward classroom teaching including • The effective implementation of individual instruction strategies that meet learners' needs
Indicator 7.1.A-B Required Evidence for Highly Functional Rating
The process by which the institution monitors and adjusts instruction to meet individual needs May include minutes of meetings, Action Plans, Goal Sheets, Assessment Charts, etc.
Indicator 7.1.A-B Examples of Possible Evidence
Hiring criteria that show you are looking for teachers that can be flexible in the classroom, interact with students well, and don't just 'teach the book'.
Classroom strategies that allow teachers to identify learners who need more attention and the procedures for helping them be successful
Policies and procedures for ongoing communication to parents of student success or struggles.
Policies concerning the number of - and types of- assessments, communication of outcomes with student and parents, and follow up suggestions for improvement
Policies concerning re-assigning material and graded work, extra credit options, and sub-par work criteria in line with the institution's learning expectations
Teacher training on learning modalities and styles
Faculty meeting minutes showing that personalized learner strategies were covered
Teacher evaluation illustrating a teacher's creativity in the classroom (May include how the follow-up to the evaluation recognized this area of talent)
Outline of teacher mentoring program to ensure that creative teachers are investing in the ongoing process of raising up creative teachers.
Teacher training where strategies for addressing the individual learner needs are taught
Record keeping for teachers showing how they mark where individuals are and the personalized attention, they may need is documented
Copies of parent/teacher meetings showing strategies for working with an individual student for the purpose of reaching goals successfully
Teacher plans for keeping all students on task and on track

Page 133 is blank

STANDARD SEVEN: PERFORMANCE LEVEL: 7.2

PERSPECTIVE INSTRUCTION: EVALUATION OF INSTRUCTION BASED ON A WIDE RANGE OF STUDENT NEEDS, AND THE SCHOOLS EXPECTATIONS.

Standard Seven: Instruction:
The instructional program is carefully developed, documented, and well executed to meet high expectations and individual student's needs. Instruction employs a wide variety of effective strategies preparing students to meet future educational goals, and implements, evaluates, and monitors processes that lead to student success.

Indicator 7.2	**Preparing Students for Success:** **The institution provides programs and services for learners' educational future and career planning.**	Score
7.2.A	Preparing Students for Success	

Rubric 7.2.A Preparing Students for Success

Highly Functional ☐

a) The Institution identifies and implements comprehensive career planning programs and services for all learners.
b) The Institution has a clear focus on identifying strengths and interests of individual learners as a part of the future planning process.
c) The Institution provides support their career planning and/or educational success at the next level.

Operational ☐

a) The Institution identifies and implements **several** career focused programs and services for learners
b) The Institution focuses on identifying strengths **or** interests of learners as a part of the future planning process,
b) The Institution provides support their career planning and/or educational success at the next level.

Emerging ☐

a) The Institution identifies and implements **at least one** career planning program and services for learners
b) The Institution enquires about the interest of learners as a part of the future planning process,
c) The Institution provides limited support for career planning and/or educational success at the next level.

Not Evident ☐

a) The Institution implements **few or no** future or career programs or services for learners
b) The Institution does not identify strengths and interests of the student
c) The Institution cannot document support for career planning and/or educational success at the next level.

PERSPECTIVE INSTRUCTION: EVALUATION OF INSTRUCTION BASED ON A WIDE RANGE OF STUDENT NEEDS, AND THE SCHOOLS EXPECTATIONS.

Indicator 7.2	**Preparing Students for Success:** **The institution provides programs and services for learners' educational future and career planning.**	Score
7.2.B	Student Goals and Achievements	

Rubric 7.2.B Student Goals and Achievements

Highly Functional ☐

a) The Institution assists all learners in developing and documenting their personal goals and achievements including a wide range of credible resources and materials that engage students in the future planning process.
b) The Institution provides guidance that provides access to a variety of choices from both academic and non-academic opportunities that meet individual student interests to support their success at the next level.
c) The Institution provides adequate planning for high school graduation and post high school success.

Operational ☐

a) The Institution assists **most** learners in developing and documenting their personal goals and achievements
b) The Institution to support their success at the next level,
c) i **The Institution** including adequate planning for high school graduation.

Emerging ☐

a) The Institution assists some learners in developing and documenting their personal goals and achievements
b) The Institution without a clear connection to their success at the next level,
c) The Institution including some planning for high school graduation.

Not Evident ☐

a) The Institution does not assist learners in developing and documenting their personal goals and achievements
b) The Institution without a connection to their success at the next level,
c) The Institution with limited planning for high school graduation and post high school success.

NOTE: If the School has high school students refer to the Appendix:
FCCPSA Minimum Graduation Requirements, and program options

A High School Planning Guide, Graduation Tracking for Students, Course Catalogue etc. are primary Evidence here.

Evidence (Required and Examples) Standard 7.2

Indicator 7.2.A-B Required Evidence
High School Planning Guide that deals with high school graduation including: (If the school has a high school program) • Graduation requirements for all diploma types • Dual Enrollment options and requirements if any • Virtual options and requirements if any • Volunteer/Community Service Hours requirements • Career or College Planning including Bright Futures • Courses offered with descriptions • Athletic policies
Sample of a complete High School Transcript
Individual student graduation tracking documentation

Indicator 7.2.A-B Required Evidence for Highly Functional Rating
Resource list of services provided to students in the area of academic guidance, career planning and/or college entrance

Indicator 7.2.A-B Examples of Possible Evidence
Standardized tests administered whose purpose is to identify strengths/weaknesses and suggested careers associated with the tests outcome
Assessment policies and procedures outlining the criteria by which a student may be passed or failed
Criteria for identifying students who could benefit from accelerated courses (honors, AP, dual enrolled etc.)
Resource list of services provided to students in the area of career planning and/or college entrance
Suggested options of apprenticeship or community service options in vocational areas of interest
Understanding scholarship applications and financial aid assistance for high school students
Enrollment interview process or paperwork that documents each student's goals and dreams
Documentation of awards, distinctions and recognitions year to year May include the criteria for the awards/distinctions and how these were recognized
Resources made available to parents and students concerning enrichment, sports, internships, extra-curricular, community service, apprenticeships, and specialized study opportunities for qualified students May include criteria for participation in these programs
Surveys of students asking if they felt they were given opportunities for personal goals to be reached and achievements that led to their success

Page 137 is blank

STANDARD SEVEN: PERFORMANCE LEVEL: 7.3

PERSPECTIVE INSTRUCTION: EVALUATION OF INSTRUCTION BASED ON A WIDE RANGE OF STUDENT NEEDS, AND THE SCHOOLS EXPECTATIONS.

Standard Seven: Instruction:
The instructional program is carefully developed, documented, and well executed to meet high expectations and individual student's needs. Instruction employs a wide variety of effective strategies preparing students to meet future educational goals, and implements, evaluates, and monitors processes that lead to student success.

Indicator 7.3	**Student Needs Analysis:** The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Score
7.3.A	Formal Student Needs Analysis	

Rubric 7.3.A Formal Student Needs Analysis

Highly Functional ☐

a) The Institution consistently implements a formalized process for the identification of students who need additional assistance, services, and resources.
b) The Institution has a documented referral system in place to address identified needs.
c) The institution regularly trains faculty and staff to identify needs, differentiate instruction, engage atypical learners, and work with parents to ensure each student's individual success in both academic and non-academic experiences.

Operational ☐

a) The institution has a formalized process for the identification of students who need additional assistance, services, and resources,
b) The institution has a referral system in place to address identified needs with limited documentation.

Emerging ☐

a) The institution has an undefined process for the identification of students who need additional assistance, services, and resources,
b) The institution has a referral system in place to address identified needs of students but little or no documentation.

Not Evident ☐

a) The institution has no verifiable processes for the identification of students who need additional assistance, services, and resources,
b) The institution does not have a referral system for students with identified needs.

PERSPECTIVE INSTRUCTION: EVALUATION OF INSTRUCTION BASED ON A WIDE RANGE OF STUDENT NEEDS, AND THE SCHOOLS EXPECTATIONS.

Indicator 7.3	**Student Needs Analysis:** **The institution implements, evaluates and monitors processes to identify and address the specialized social, emotional, developmental and academic needs of students.**	Score
7.3.B	Provision of Resources	

Rubric 7.3.B Provision of Resources

Highly Functional ☐

a) The Institution consistently utilizes internal and external resources, of professional development to provide customized training of all instructional staff to address the specialized needs of students.
b) The Institution has a system to monitor and evaluate all academic programs using active input of teaching staff to identify and address instructional, environment or other relevant issues that may impact student learning.
c) The Institution uses relevant data to regularly modify and adjust student services.

Operational ☐

a) The Institution utilizes internal and external resources, to address the specialized needs of students
b) The Institution has a system to monitor and evaluate **most** academic programs,
c) The Institution uses data to modify and adjust student services.

Emerging ☐

a) The Institution utilizes some resources, to address the specialized needs of students
b) The Institution has an undefined system to monitor and evaluate **most** academic programs,
c) The Institution uses limited data to modify and adjust student services.

Not Evident ☐

a) The Institution cannot document that it consistently utilizes internal and external resources, to address the specialized needs of students
b) The Institution cannot document that it has a system to monitor and evaluate **all** academic programs,
c) The Institution cannot document that it uses relevant data to regularly modify and adjust student services.

Evidence (Required and Examples) Indicator 7.3

Indicator 7.3.A-B Required Evidence
Indicator 7.3.A-B Required Evidence for Highly Functional Rating
Administrative/Operations/Staff Manual or other documentation detailing: • Policies and procedures for identifying students in need of: • additional assistance, • resources, and services available • Training of staff for the identification and referral of students in need of additional assistance • Details on the levels of additional assistance provided by the institution
Indicator 7.3.A-B Examples of Possible Evidence
List of on-campus professional services provided to identify when and what type of services are necessary
Diagnostic programs at school (including school professionals qualified to administer these services) and the criteria for the students to participate in such programs
Policies/procedures for accepting, adapting, or utilizing an IEP from the public-school system
Policies /procedures for recommending to parents that diagnostic testing should be considered and the steps for implementing a plan and documenting follow-up
Policies/procedures for emergency situations with students in crisis
Notes of Parent/Teacher meetings discussing needs of a particular student or situation Be sure to remove any and all identifying personal information
Minutes of faculty meetings discussing the identifying of social, emotional or academic needs of students Include plan of action and follow up procedures
Procedures by which services are regularly maintained, monitored, and adjusted for effectiveness
List of accommodations that can be met in the classroom and at home
List of accommodations that can be met in a standardized testing environment
List of specialists your school partners with (speech therapists, educational and reading specialists, etc.) May include their area of expertise, credentials, and how long you have partnered with their services
Procedures and/or criteria by which families may utilize these specialized services and for how long
List of criteria showing the ongoing effectiveness of these services
Sample of a recommendation form or referral

NARRATIVE QUESTIONS: GROUP TWO: STANDARD SEVEN: INSTRUCTION

At the end of each Standard is the Institution Narrative for that Section. The Focus Questions are listed here for reference; the actual responses are to be completed in the Self-Study Workbooks as the Accreditation Committees work through each section of the Self-Study.

The focus questions are a tool for providing additional insight to the evaluation team about the specifics of your institution. Refer to the performance level descriptions to guide your writing. Cite sources of evidence accreditation team members may be interested in reviewing. A summary of this Standard is provided to assist the local team to remain centered on the perspective of the Group so that responses stay on topic.

Summary of Group Two Teaching/Learning: Standard Seven Instruction:
(Flexible Instruction, Preparing Students for Success, Student Needs Analysis)

7.1 Educators are fluent in flexible instruction, consistently using current and relevant data in a clearly defined process to monitor and adjust instruction - consistently implementing effective individualized instructional strategies deliberately planned to address the individual learner's needs.

7.2 The institution prepares students for success by identifying and implementing programs and services for all learners –building on their strengths and interests and assisting all learners in developing and documenting their personal goals and achievements.

7.3 The institution implements a formal/documented process for the identification and referral of students who need additional assistance, services, and resources and monitors and evaluates all programs and progress toward meeting the specialized needs of students—analyzing data to modify and adjust services.

Focus Question 7.1: *What would you identify as your greatest strategy for identifying students that need extra help in the classroom and how do you adjust to meet these students' needs?*

Focus Question 7.2: *What career planning strategies do you implement as a school and how do you communicate the importance of such programs to parents and students?*

Focus Question 7.3*: Sometimes students need assistance that goes beyond implementing classroom strategies for academic success. What referral process does your school have to identify and assist students who need special services, assistance and resources to be successful?*

7S: ***Areas of Strength:*** *What are your areas of greatest strength and why?* [**Scores of 4 or 3**]

7Q: ***Maintaining Quality:*** *What actions are you implementing to sustain your areas of strength?*

7W: ***Areas of Weakness:*** *What are your areas of weakness and why?* [**Scores of 2 - 1**]

7I: ***Plans for Improvement:*** *The Institution: What are your plans for improvement?*

Group Two: Teaching/Learning – Standard Eight

Group Two: Teaching/Learning:

- The impact of teaching and learning on student achievement and success is the primary expectation of every institution.
- An effective learning culture is characterized by:
  - Positive and productive teacher/learner relationships,
  - High expectations and standards,
  - A challenging and engaging curriculum,
  - Quality instruction and comprehensive support that enable all learners to be successful, and
  - Assessment practices (formative and summative) that monitor and measure learner progress and achievement.
- Moreover, a quality institution evaluates the impact of its learning culture (including all programs and support services) and adjusts accordingly.

Standard Eight: Evaluation for Improvement:

A wide range of data is collected including appropriate stakeholder input which is monitored and adjusted systematically to update a continuous improvement plan for student learning and ongoing professional development.

Indicator 8.1 Processes of Assessment

Learning progress is reliably assessed and consistently and clearly communicated.

Indicator 8.2 Analysis of Assessment Data

Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

Indicator 8.3 Program & Organization Evaluation

The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.

"Where no counsel is, the people fall: but in the multitude of counselors there is safety." Proverbs 11:14

Standard Eight: Evaluation for Improvement

Foundation Principles:

Standard Eight - Indicators 8.1 - 8.3

Quality information is essential to providing the necessary data to determine the effectiveness in meeting school-wide goals. The goals include academic, spiritual and life-success outcomes. Meeting these goals requires systematic assessment of student success and teacher effectiveness. Collecting and analyzing data from a wide variety of sources is essential in helping to determine our effectiveness in meeting these goals.

STANDARD EIGHT: PERFORMANCE LEVEL: 8.1

PERSPECTIVE IMPROVEMENT: EVALUATING THE PROCESS OF GATHERING AND EVALUATING ASSESSMENTS INCLUDING, COMMUNICATION WITH STAKEHOLDERS, AND FUTURE PLANNING.

Standard Eight: Evaluation:
A wide range of data is collected including appropriate stakeholder input which is monitored and adjusted systematically to update a continuous improvement plan for student learning and ongoing professional development.

Indicator 8.1	**Process of Assessment:** **Learning progress is reliably assessed and consistently and clearly communicated.**	Score
8.1.A	Processes of Assessment	

Rubric 8.1.A Processes of Assessment

Highly Functional ☐

a) The Institution has established common grading practices and criteria, across all grades and subject areas that is used consistently and with fidelity to represent the learner's attainment of content knowledge and skills.
b) The Institution has established a cohesive set of formative and summative assessments, to ensure that each learner is improving at a rate consistent with the grading practices.
c) The Institution has established detailed benchmarks that indicate the student is prepared for the next level.

Operational ☐

a) The Institution has established common grading practices and criteria, that is used consistently to represent the learner's attainment of content knowledge and skills,
b) The Institution has established a variety of formative and summative assessments, to ensure that each learner is improving at a rate consistent with the grading practices,
c) The Institution has established basic benchmarks that indicate the student is prepared for the next level.

Emerging ☐

a) The Institution has established general grading practices and criteria, to represent the learner's attainment of content knowledge and skills,
b) The Institution has established at least one normed assessment, to evaluate if each learner is improving at a rate consistent with the grading practices,
c) The Institution has established limited benchmarks to indicate if the student is prepared for the next level.

Not Evident ☐

a) The Institution has limited if any published grading practices and criteria,
b) The Institution has not established at least one normed assessment, to evaluate if each learner is improving academically,
c) The Institution has not established or published benchmarks to indicate if the student is prepared for the next level.

PERSPECTIVE IMPROVEMENT: EVALUATING THE PROCESS OF GATHERING AND EVALUATING ASSESSMENTS INCLUDING, COMMUNICATION WITH STAKEHOLDERS, AND FUTURE PLANNING.

Indicator 8.1	**Process of Assessment:** **Learning progress is reliably assessed and consistently and clearly communicated.**	Score
8.1.B	Communication of Student Performance	

Rubric 8.1.B Communication of Student Performance

Highly Functional ☐

a) The Institution consistently and frequently provides details about each learner's progress to all appropriate stakeholders.
b) The Institution ensures that the progress is communicated to the individual learner in a language that is clear and understandable for his or her academic level.

Operational ☐

a) The Institution frequently provides details about each learner's progress to appropriate stakeholders,
b) The Institution has a system to communicate progress to the individual learner in clear and understandable language.

Emerging ☐

a) The Institution occasionally provides details about each learner's progress to appropriate stakeholders,
b) The Institution communicates progress to the individual learner in some form.

Not Evident ☐

a) The Institution does not consistently provide details about each learner's progress to all appropriate stakeholders,
b) The Institution does not consistently communicates progress to the individual learner.

Evidence (Required and Examples) Indicator 8.1

Indicator 8.1.A-B Required Evidence
Administrative/Operations Manual: Assessment and grading policies including: • Grading policies including minimum percentages that quizzes and test must be in the final grade calculations, • Grading scale
Sample grade cards, progress reports, or other grade formats

Indicator 8.1.A-B Required Evidence for Highly Functional Rating
Administrative/Operations Manual: Policies and schedules for communicating grades to students and parent/guardians Schedule for communicating progress/grades

Indicator 8.1.A-B Examples of Possible Evidence
Assessment policies including types of assessments, how frequent, and what happens if students do poorly. (Formative assessments monitor student learning to identify strengths and weaknesses and Summative assessments evaluate student learning by comparing to a standard or benchmark.)
Test taking policies
Minutes of meetings where faculty discuss assessing student independent mastery of content, the amount of review, discovery, and assessment necessary, etc.
Test re-take, alternative tests, and extra credit policies
Analysis of standardized tests and how they compare with academic grades
Policies and procedures if a teacher does not comply with the standard grading policies of the institution and the steps to bringing the teacher back to the intent of the institution
Policies concerning progress reports and grade cards
Policies and practices concerning teacher communication of grades and comments on assignments and assessments. (May include how often teachers are required to post grades and how quickly they are required to grade assignments and assessments and have them turned back to the students)
Electronic grade book and parent access to regular posting of grades and comments
Policies for parent/teacher conferences, their outcomes and follow ups
Faculty meeting minutes where communication of progress is discussed and meaningful solutions to motivating underachievers are discussed
Policies for reporting and recording of grades
Portion of Faculty or Parent Handbook that outlines types of assessments, their uses and evaluating student mastery.

Page 147 is blank

STANDARD EIGHT: PERFORMANCE LEVEL: 8.2

PERSPECTIVE IMPROVEMENT: EVALUATING THE PROCESS OF GATHERING AND EVALUATING ASSESSMENTS INCLUDING, COMMUNICATION WITH STAKEHOLDERS, AND FUTURE PLANNING.

Standard Eight: Evaluation:
A wide range of data is collected including appropriate stakeholder input which is monitored and adjusted systematically to update a continuous improvement plan for student learning and ongoing professional development.

Indicator 8.2	**Analysis of Assessment Data:** **Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.**	Score
8.2.A	Quality and Analysis of Assessment Data	

Rubric 8.2.A Quality and Analysis of Assessment Data

Highly Functional ☐

a) All Educators, Instructors, and Teaching Staff collaborate in both formal and informal groups to analyze data from a cohesive set of formative and summative assessments.
b) All Educators, Instructors, and Teaching Staff use a formal, systematic process for analyzing trend and current data focused on individual student improvement.

Operational ☐

a) Most Educators, Instructors, and Teaching Staff analyze data from multiple types of formative and summative assessments
b) Most Educators, Instructors, and Teaching Staff use of the assessments data leads to demonstrable improvement of achievement and success of individual and collective groups of learners in preparation for the next educational level.

Emerging ☐

a) Some but not all Educators, Instructors, and Teaching Staff analyze data from assessments
b) Some but not all Educators, Instructors, and Teaching Staff use the assessments data improves the achievement and success of individual and collective groups of learners.

Not Evident ☐

a) Few or No Educators, Instructors, and Teaching Staff
analyze data from assessments
b) Few or No Educators, Instructors, and Teaching Staff
that lead to improvement of achievement of individual and collective groups of learners.

PERSPECTIVE IMPROVEMENT: EVALUATING THE PROCESS OF GATHERING AND EVALUATING ASSESSMENTS INCLUDING, COMMUNICATION WITH STAKEHOLDERS, AND FUTURE PLANNING.

Indicator 8.2	**Analysis of Assessment Data:** **Educators gather, analyze and use formative and summative data that lead to demonstrable improvement of student learning.**	Score
8.2.B	Use of Assessment Data	

Rubric 8.2.B Use of Assessment Data

Highly Functional ☐

a) All Educators, Instructors, and Teaching Staff consistently use data to modify instruction and transform learning experiences for learners.
b) All Educators, Instructors, and Teaching Staff use of the assessment data leads to demonstrable improvement of achievement and success of individual and collective groups of learners in preparation for the next educational level.

Operational ☐

a) Most Educators, Instructors, and Teaching Staff use data to modify instruction and transform learning experiences for learners.

Emerging ☐

a) Some Educators, Instructors, and Teaching Staff occasionally use data to modify instruction and improve the learning experiences for learners.

Not Evident ☐

a) Few or No Educators, Instructors, or Teaching Staff use data to modify instruction or improve the learning experiences for learners.

Evidence (Required and Examples) Indicator 8.2

Indicator 8.2.A-B Required Evidence
List of Formative Assessments:(monitors student learning to identify strengths and weaknesses)
List of Summative Assessments: (evaluates student learning by comparing to a standard or benchmark)
Policies and procedures for required assessments that are used in the classroom/learning center
Summative Assessment data for the previous three years

Indicator 8.2.A-B Required Evidence for Highly Functional Rating
System for analyzing assessments and student outcomes and how this data is used to prepare students for the next educational level
Schedule for communicating assessment data to parents

Indicator 8.2.A-B Examples of Possible Evidence
Outline of Teacher Training session that covers Formative and Summative Assessments and their uses
System for analyzing assessments and student outcomes and how this data is used to prepare students for the next educational level
Lists of benchmarks/standards that students must show mastery of to be ready for the next educational level per subject
BASI or other skills inventory checklist used to identify grade skill level
Policies/procedures and materials used for placement testing for incoming students
Policies/procedures and materials used for passing a student to the next educational level
Interventions and remedial options for students who do not meet the mastery requirements (outline the path for these students to reach mastery and be promoted to the next educational level)
Samples of Teacher Lesson Plans showing the use of formative and summative assessments
Analysis of data from assessments and recommendations for students
Minutes of Teacher Meetings where strategies are discussed for student success based on the outcomes of assessments
Teacher narratives of their use of formative and summative assessments and how they impact lesson planning and individual student success
Surveys of teachers asking them how these types of assessments are used and analyzed and how this results in modifying instruction to transform the learning experience

Page 151 is blank

STANDARD EIGHT: PERFORMANCE LEVEL: 8.3

PERSPECTIVE IMPROVEMENT: EVALUATING THE PROCESS OF GATHERING AND EVALUATING ASSESSMENTS INCLUDING, COMMUNICATION WITH STAKEHOLDERS, AND FUTURE PLANNING.

Standard Eight: Evaluation:
A wide range of data is collected including appropriate stakeholder input which is monitored and adjusted systematically to update a continuous improvement plan for student learning and ongoing professional development.

Indicator 8.3	**Program & Organization Evaluation:** **The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.**	Score
8.3.A	Program and Organization Evaluation	

Rubric 8.3.A Program and Organization Evaluation

Highly Functional ☐

a) The Institution implements a formal, documented evaluation process to improve student learning in the context of the institution's foundational principles.
b) The Institution includes contextually based research and an ongoing and systematic analysis of trend and comparison data related to student learning in the program evaluation.
c) The Institution includes all curriculum and organizational effectiveness continuous evaluation process.

Operational ☐

a) The institution implements an evaluation process to improve student learning
b) The institution includes an ongoing analysis of trend and comparison data related to student learning in the program evaluation
c) The institution includes most academic areas and organizational effectiveness in the evaluation process.

Emerging ☐

a) The institution implements an evaluation process to improve student learning
b) The institution includes analysis of trend or comparison data related to student learning in the program evaluation
c) The institution includes some but not all academic areas or organizational effectiveness in the evaluation process.

Not Evident ☐

a) The institution implements few or no evaluation processes to improve student learning
b) The institution makes decisions without analysis related to student learning or organizational effectiveness

PERSPECTIVE IMPROVEMENT: EVALUATING THE PROCESS OF GATHERING AND EVALUATING ASSESSMENTS INCLUDING, COMMUNICATION WITH STAKEHOLDERS, AND FUTURE PLANNING.

Indicator 8.3	**Program & Organization Evaluation:** **The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.**	Score
8.3.B	Use of Evaluation Data for Improvement	

Rubric 8.3.B Use of Evaluation Data for Improvement

Highly Functional ☐

a) Faculty and Staff uses results from the current and trend data and stakeholder input to inform decision making, for possible program changes, policy and procedures updates, and professional development.
b) Faculty and Staff engage in a process to improve and refine curriculum, programs, and innovative practices, includes modeling, coaching and team building activities and to improve student learning.

Operational ☐

a) Faculty and Staff uses results from the evaluation process to inform decision making,
b) Faculty and Staff has a process to improve and refine curriculum and programs, and to improve student learning.

Emerging ☐

a) Faculty and Staff uses the results of the evaluation process to inform decision making,
b) Faculty and Staff has a process to improve and refine curriculum, but program refinement is not defined.

Not Evident ☐

a) Faculty and Staff infrequently or never uses results for improvement or to inform decision making,
b) Faculty and Staff does not have a documented process to improve and refine any component of the program.

Evidence (Required and Examples) Indicator 8.3

Indicator 8.3.A-B Required Evidence
Administrator/Operations Manual: • School-wide policies, procedures, or notes of meetings that review programs, and their effectiveness on student outcomes • School-wide policies or notes of meetings that review classroom strategies and procedures and their effectiveness based on research and student outcomes
Indicator 8.3.A-B Required Evidence for Highly Functional Rating
Process by which the data is collected from the evaluation of the overall program and how this is meaningfully used to make changes to improve student learning
Indicator 8.3.A-B Examples of Possible Evidence
Formal evaluation process and its documentation of overall classroom effectiveness
Minutes of meetings where the evaluation process of the school is discussed, and meaningful changes are made based on research and student outcomes
School-wide policies, procedures, or notes of meetings that show the review process of curriculum and practices, their use and effectiveness and recommendations for improvements or changes based on this analysis
Process by which the data is collected from the evaluation of the overall program and how this is meaningfully used to make changes to improve student learning
Minutes of meetings where the data collected in the evaluation process of the school is discussed and result in changes that improve student learning

NARRATIVE QUESTIONS: GROUP TWO:
STANDARD EIGHT: EVALUATION FOR IMPROVEMENT

At the end of each Standard is the Institution Narrative for that section. The Focus Narratives are listed here for reference; the actual responses are to be completed in the Self-Study Workbooks as the Accreditation Committees work through each section of the Self-Study.

The focus questions are a tool for providing additional insight to the evaluation team about the specifics of your institution. Refer to the performance level descriptions to guide your writing. Cite sources of evidence accreditation team members may be interested in reviewing. A summary of this Standard is provided to assist the local team to remain centered on the perspective of the Group so that responses stay on topic.

Summary of Group Two Teaching/Learning: Standard Eight Evaluation:
(Process of Assessment, Analysis of Assessment Data, Programs& Organization Evaluation)

8.1 The process of assessment and grading as it pertains to students' preparation for the next educational level and the communication of outcomes to stakeholders

8.2 The analysis of the data that comes from assessments and the use of that data in transforming the learning experience

8.3 The formal evaluation process of your overall program that includes research and systematic analysis and the use of that data in decision making to improve programs and practices

Focus Narrative 8.1: *Describe the path your school takes to connect: 1) the assessment process (both formative and summative), 2) the student's mastery of content and 3) the communication of student performance and his/her readiness for the next educational level.*

Focus Narrative 8.2: *Describe how the collection and analysis of assessment data helps in the decision-making process as it pertains to curriculum, classroom practices, and student learning.*

Focus Narrative 8.3*: Describe how you evaluate your overall program and how that evaluation influences the direction of your programs and practices.*

8S: ***Areas of Strength:*** *What are your areas of greatest strength and why?* [**Scores of 4 or 3**]

8Q: ***Maintaining Quality:*** *What actions are you implementing to sustain your areas of strength?*

8W: ***Areas of Weakness:*** *What are your areas of weakness and why?* [**Scores of 2 - 1**]

8I: ***Plans for Improvement:*** *The Institution: What are your plans for improvement?*

Group Three: Resource Allocation, Budget and Review – Standard Nine

Group Three: Resource Allocation, Budget and Review

- The use and distribution of resources support the stated mission of the institution.
- Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed.
- The utilization of resources includes support for professional learning for all staff.
- The institution examines the allocation and use of resources to ensure appropriate levels of:
    - funding,
    - sustainability,
    - organizational effectiveness and
    - increased student learning.

Standard Nine: Resources Designated to Professional Learning:

The institution has programs in place to bring all staff members into the culture of the school, receive appropriate training, and provide opportunities for professional learning to ensure they have the knowledge and skills necessary to improve learner achievement and organizational effectiveness.

Indicator 9.1: Use & Quality of Data for Professional Learning

The institution plans and delivers professional learning to improve the learning environment, learner achievement and the institution's effectiveness.

Indicator 9.2: Resources for Professional Learning

The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Indicator 9.3: On-Going professional Learning & Evaluation

The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

"*As every man hath received the gift, [even so] minister the same one to another, as good stewards of the manifold grace of God."* 1 Peter 4:10

Within the context of stewardship of the school's resources, it is appropriate that the first section is on Professional Learning (or Staff training) as the building blocks of the future.

Standard Nine:
Resources Designated to Professional Learning

Foundation Principles:

Standard Nine - Indicators 9.1 - 9.3

Most parents and educators agree that the greatest factor contributing to students' success in school is the quality of teachers in the classroom. Effective Professional Development or Professional Learning that is appropriate strengthens teaching methodology in the classroom to ensure all students' progress.

The institution has the duty to provide and supervise a wide range of appropriate professional learning activities, which includes workshops, mentoring, coaching and collaborative learning communities.

Most, if not all, teachers believe in the concept of "Professional Learning" or "Professional Development", but many describe the training they have been exposed to as ineffective or not applicable to the students or content that they teach. When teachers describe the kinds of professional learning that would help them in the classroom, they use terms like: *relevant*, *interactive*, and *sustained over time*. They also prefer fewer presentations and lectures and more opportunities to apply learning through modeling and practice.

The importance of the administration having a detailed system in place to collect appropriate data cannot be overstated. Data that will be used to evaluate the training that is in place and determine the areas or content that need improvement is a key component of future success.

STANDARD NINE: PERFORMANCE LEVEL: 9.1

PERSPECTIVE: RESOURCES DESIGNATED TO PROFESSIONAL LEARNING: EVALUATING THE INSTITUTION'S PLAN AND DELIVERY OF PROFESSIONAL LEARNING. DATA COLLECTION AND REVIEW OF THE INDUCTION, MENTORING AND COACHING PROCESSES USED.

Standard Nine: Resources Designated to Professional Learning:
The institution has programs in place to bring all staff members into the culture of the school, receive appropriate training, and opportunities for professional learning to ensure they have the knowledge and skills necessary to improve learner achievement and organizational effectiveness.

Indicator 9.1	**Use & Quality of Data for Professional Learning:** **The institution plans and delivers professional learning to improve the learning environment, learner achievement and the institution's effectiveness.**	Score
9.1.A	Use of Data for Professional Learning	

Rubric 9.1.A Use of Data for Professional Learning

Highly Functional ☐

a) The Institution plans and evaluates the effectiveness of its professional development program, using analyzed current and trend data.
b) The Institution uses the results of professional development to improve practice and learner achievement and increase content and pedagogical knowledge and organizational effectiveness.

Operational ☐

a) The Institution plans and evaluates the effectiveness of professional development, using data from evaluation and supervision processes.
b) The Institution uses the results of professional development to improve practice and learner achievement and increase content and pedagogical knowledge and organizational effectiveness.

Emerging ☐

a) The Institution using limited data, plans professional development.
b) The Institution uses the results of professional development to improve practice and organizational effectiveness.

Not Evident ☐

a) Professional development, if offered by **The Institution,** is not based on data.
b) **The Institution** has little or no evidence of improvement in practice or organizational effectiveness from professional development.

PERSPECTIVE: RESOURCES DESIGNATED TO PROFESSIONAL LEARNING: EVALUATING THE INSTITUTION'S PLAN AND DELIVERY OF PROFESSIONAL LEARNING. DATA COLLECTION AND REVIEW OF THE INDUCTION, MENTORING AND COACHING PROCESSES USED.

Indicator 9.1	**Use & Quality of Data for Professional Learning:** **The institution plans and delivers professional learning to improve the learning environment, learner achievement and the institution's effectiveness.**	Score
9.1.B	Quality of Professional Learning Experiences	

Rubric 9.1.B Quality of Professional Learning Experiences

Highly Functional ☐

a) The Institution delivers relevant, and job embedded professional development.
b) The Institution has a documented process to monitor professional learning experiences to ensure all staff members to improve their practice and achieve institutional goals.

Operational ☐

a) The Institution usually delivers relevant professional learning.
b) The Institution's system enables most staff members to improve their practice and achieve institutional goals.

Emerging ☐

a) The Institution sometimes delivers professional learning.
b) The Institution's system is limited to specific staff members related to their position and institutional needs and goals.

Not Evident ☐

a) The Institution rarely delivers professional learning
b) The Institution's system, if any, is not focused on learning for staff members related to their position or institutional needs and goals.

Evidence (Required and Examples) Indicator 9.1

Indicator 9.1.A-B Required Evidence
Faculty/Staff Manual or other documentation that details: • Specific Professional Learning Requirements for Staff • Annual CEU requirements (Continuing Education Units) for all teaching staff and administration
Professional Learning feedback surveys from staff
Indicator 9.1.A-B Required Evidence for Highly Functional Rating
Administrative/Operations/Faculty/Staff Manual or other documentation detailing: • Alignment of Professional Learning requirements to the school's mission and/or goals for student improvement • The type and scope of data collected to evaluate the effectiveness of Professional Learning • The evaluation process for assessing the effectiveness of Professional Learning in the context of the mission goals of the institution • Supervision, evaluation procedures for staff, with alignment to the school's mission
Indicator 9.1.A-B Examples of Possible Evidence
Minutes of meetings where professional development requirements are discussed, and decisions made
List of the data sources used to make decisions about professional development (student test scores, national percentile rankings, research on curriculum and student outcomes)
Agenda of faculty training about professional development
Data showing professional development is resulting in improved student success
Agenda for teacher training sessions
List of guest speakers, workshops, videos or training manuals used to improve teacher performance
List of Professional Development opportunities provided by the school/institution annually
The school's professional development requirements for faculty members

Page 161 is blank

STANDARD NINE: PERFORMANCE LEVEL: 9.2

PERSPECTIVE: RESOURCES DESIGNATED TO PROFESSIONAL LEARNING: EVALUATING THE INSTITUTION'S PLAN AND DELIVERY OF PROFESSIONAL LEARNING. DATA COLLECTION AND REVIEW OF THE INDUCTION, MENTORING AND COACHING PROCESSES USED.

Standard Nine: Resources Designated to Professional Learning:
The institution has programs in place to bring all staff members into the culture of the school, receive appropriate training, and opportunities for professional learning to ensure they have the knowledge and skills necessary to improve learner achievement and organizational effectiveness.

Indicator 9.2	**Resources for Professional Learning:** **The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.**	Score
9.2.A	Professional Learning Program	

Rubric 9.2.A Professional Learning Program

Highly Functional ☐

a) All Professional Staff Members participate in structured, accountable learning communities that focus their discussions on data analysis.
b) All Professional Staff Members use the results of their analyses to improve learner performance and organizational effectiveness.

Operational ☐

a) All Professional Staff Members participate in structured, accountable learning communities that analyze data and
b) All Professional Staff Members use the results of their analyses to improve student learning.

Emerging ☐

a) Some Professional Staff Members participate in learning communities
b) Some Professional Staff Members that sometimes review data on student learning.

Not Evident ☐

a) Few or No Staff Members participate in learning communities,
b) Few or No Staff Members review data on student learning.

PERSPECTIVE: RESOURCES DESIGNATED TO PROFESSIONAL LEARNING: EVALUATING THE INSTITUTION'S PLAN AND DELIVERY OF PROFESSIONAL LEARNING. DATA COLLECTION AND REVIEW OF THE INDUCTION, MENTORING AND COACHING PROCESSES USED.

Indicator 9.2	**Resources for Professional Learning:** **The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.**	Score
9.2.B	Provision of Resources for Professional Learning	

Rubric 9.2.B Provision of Resources for Professional Learning

Highly Functional ☐

a) The Institution consistently allocates ample resources for professional learning.
b) The Institution provides both formal and informal structures for collaboration to improve learner performance.

Operational ☐

a) The Institution allocates adequate resources for professional learning.
b) The Institution provides formal and informal structures for collaboration to improve learner performance.

Emerging ☐

a) The Institution provides some resources for professional learning.
b) The Institution has limited structures for collaboration to improve learner performance.

Not Evident ☐

a) The Institution provides few or no resources for professional learning.
b) The Institution has no documented structures for collaboration to improve learner performance.

Evidence (Required and Examples) Indicator 9.2

Indicator 9.2.A-B Required Evidence
School Board Policy Manual: • Budget guidelines for Professional Development
Indicator 9.2.A-B Required Evidence for Highly Functional Rating
Administrative Manual: • Structure and supervision policy or procedures for developing an effective learning community (peer, mentor, or group structure) • Qualifications of learning community leaders • Evaluation procedures of the effectiveness of the learning community system • Formal and informal feedback systems for staff to communicate with administration for collaboration on school policies, procedures, improvements, etc.
Indicator 9.2.A-B Examples of Possible Evidence
Schedules for teacher training including in service days, seminars, advances, workshops, etc. where faculty is required to go and the school provides all or part of the expenses.
List of training and professional development opportunities for faculty in the specific learning communities (examples would be: virtual teacher workshops, guest speakers, effective math teaching seminar, etc.)
Data sources (test scores, national research, curriculum specific research, virtual classroom statistics, etc.) used for analysis and discussion in specific learning communities
Committee, group or individual that collects data for analysis and their guidelines, job description and what they are authorized to do for the institution
Budget for training including compensation, materials, traveling expenses, etc.

Page 165 is blank

STANDARD NINE: PERFORMANCE LEVEL: 9.3

PERSPECTIVE: RESOURCES DESIGNATED TO PROFESSIONAL LEARNING: EVALUATING THE INSTITUTION'S PLAN AND DELIVERY OF PROFESSIONAL LEARNING. DATA COLLECTION AND REVIEW OF THE INDUCTION, MENTORING AND COACHING PROCESSES USED.

Standard Nine: Resources Designated to Professional Learning:
The institution has programs in place to bring all staff members into the culture of the school, receive appropriate training, and opportunities for professional learning to ensure they have the knowledge and skills necessary to improve learner achievement and organizational effectiveness.

Indicator 9.3	**On-Going Professional Learning & Evaluation:** **The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.**	Score
9.3.A	Program for New Staff	

Rubric 9.3.A Program for New Staff

Highly Functional ☐

a) The Institution provides, monitors, evaluates, and modifies induction and mentoring programs designed specifically for all new staff.
b) The Institution includes performance expectations that are designed to meet individual needs.

Operational ☐

a) The Institution provides and monitors induction and mentoring programs for new professional staff.
b) The Institution includes performance expectations and are designed to meet individual needs.

Emerging ☐

a) The Institution provides some induction and mentoring programs for new staff.
b) The Institution does not include performance expectations for new staff.

Not Evident ☐

a) The Institution provides little or no induction or mentoring for new staff.
b) The Institution does not include performance expectations for new staff.

PERSPECTIVE: RESOURCES DESIGNATED TO PROFESSIONAL LEARNING: EVALUATING THE INSTITUTION'S PLAN AND DELIVERY OF PROFESSIONAL LEARNING. DATA COLLECTION AND REVIEW OF THE INDUCTION, MENTORING AND COACHING PROCESSES USED.

Indicator 9.3	**On-Going Professional Learning & Evaluation:** **The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.**	Score
9.3.B	On-Going Professional Learning for All Staff	

Rubric 9.3.B On-Going Professional Learning for All Staff

Highly Functional ☐

a) The Institution provides, monitors, evaluates, and modifies coaching and modeling programs for all staff.
b) The Institution addresses unique professional practices and organizational expectations for all staff through guidance, support and feedback from peers and leaders.

Operational ☐

a) The Institution provides and monitors coaching and modeling programs for all professional staff.
b) The Institution addresses organizational expectations for all professional staff through guidance, support and feedback from peers and leaders.

Emerging ☐

a) The Institution provides coaching and modeling programs for some staff.
b) The Institution provides some guidance, support and feedback from peers and leaders.

Not Evident ☐

a) The Institution rarely or never uses instructional coaching and modeling for staff.
b) The Institution can document limited or no guidance, support or feedback from peers and leaders.

Evidence (Required and Examples) Indicator 9.3

Indicator 9.3.A-B Required Evidence
Administrative/Operations/Faculty/Staff Handbook or other documentation detailing: • New hire training program requirements, policies and procedures (Induction Program)
Indicator 9.3.A-B Required Evidence for Highly Functional Rating
Administrative Manual: • Follow-up supervision and evaluation of new hires • Ongoing supervision and mentoring, coaching and evaluation programs for existing employees
Job descriptions for all non-administrative positions that clearly detail performance expectations
Indicator 9.3.A-B Examples of Possible Evidence
List of faculty performance expectations which may include job description, qualifications, approach to classroom, engagement with students, and minimum classroom requirements
Schedule of ongoing training for staff including materials used and subjects covered for addressing unique professional practices
Policies concerning the assignment of mentors and the details of a mentoring or induction program
Outline of training for new faculty and staff
Schedule of new teacher evaluations, what they include and the process by which you follow up to see that modifications have been made for proper accountability
Policies and procedures for ongoing peer review of faculty, which may include opportunities for review/discussion, practice scenarios/role playing for learning, etc.
Teacher development programs where new teachers are assigned to an experienced teacher and are evaluated and supported by staff and leadership

NARRATIVE QUESTIONS: GROUP THREE:

STANDARD NINE: RESOURCES DESIGNATED TO PROFESSIONAL LEARNING

At the end of each Standard is the Institution Narrative for that section. The Focus Questions are listed here for reference; the actual responses are to be completed in the Self-Study Workbooks as the Accreditation Committees work through each section of the Self-Study.

The focus questions are a tool for providing additional insight to the evaluation team about the specifics of your institution. Refer to the performance level descriptions to guide your writing. Cite sources of evidence accreditation team members may be interested in reviewing. A summary of this Standard is provided to assist the local team to remain centered on the perspective of the Group so that responses stay on topic.

Summary of Group Three Resource Allocation and Budget,
Standard Nine Resources Designated to Professional Learning:
(Use of Data and Resources for Professional Learning, and Ongoing Professional Learning.)

9.1 The institution plans professional development, evaluates its effectiveness, and uses data from a variety of sources to improve learner achievement and delivers relevant and job embedded professional development opportunities for all staff members.

9.2. All staff members participate in structured, accountable learning communities to discuss and analyze data to improve learner performance and the institution allocates ample resources to provide both formal and informal structures for collaboration.

9.3 The institution provides, monitors, evaluates and modifies induction programs for new staff members including performance expectations and provides coaching and modeling programs that address your school's unique professional practices for all staff through guidance and support by peers and leadership.

Focus Narrative 9.1: *Describe your professional development program and how you monitor its effectiveness in student learning.*

Focus Question 9.2: *Describe how your school supports the teachers working in a specific area (i.e. elementary teachers, math department, virtual school etc.) as it pertains to training and collaboration and what resources are allocated to see that these opportunities continue to benefit your school?*

Focus Narratives 9.3: *Describe your program for new staff development and training and how you prepare them for your school's unique professional practices.*

9S: ***Areas of Strength:*** *What are your areas of greatest strength and why?* [**Scores of 4 or 3**]

9Q: ***Maintaining Quality:*** *What actions are you implementing to sustain your areas of strength?*

9W: ***Areas of Weakness:*** *What are your areas of weakness and why?* [**Scores of 2 - 1**]

9I: ***Plans for Improvement:*** *The Institution: What are your plans for improvement?*

Group Three: Resource Allocation, Budget and Review – Standard Ten

Group Three: Resource Allocation, Budget and Review

- The use and distribution of resources support the stated mission of the institution.
- Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed.
- The utilization of resources includes support for professional learning for all staff.
- The institution examines the allocation and use of resources to ensure appropriate levels of:
    - funding,
    - sustainability,
    - organizational effectiveness and
    - increased student learning.

Standard Ten: Recruitment and Retention:

The institution hires and retains qualified professional and support staff sufficient in number to fulfill the roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

Indicator 10.1 Recruitment and Retention

The institution attracts and retains qualified personnel that support the institution's purpose and direction.

"For the scripture saith, Thou shalt not muzzle the ox that treadeth out the corn. And, the labourer is worthy of his reward."
1 Timothy 5:18

Finding, hiring, and keeping quality classroom teachers and staff is essential to the future success of the institution and more importantly, to the success of the student. Just as a builder can only construct a quality building using quality materials, an institution can only build a quality organization with well-qualified staff. High quality materials cost more, as do experienced and trainable staff.

Standard Ten: Recruitment & Retention

Foundation Principles

Standard Ten – Indicator 10.1

It has been said, "Your walk talks and your talk talks, but your walk talks louder than your talk talks".

It may sound like a tongue twister, but the point it makes is that what students see in the life and character of their teachers will have a much stronger impact on their personal lives than the fancy words the teachers may use.

This principle applies to both the teachers in the classroom and the non-instructional staff that the school hires. A Christian institution must find, hire and train qualified personnel who can provide the academic instruction required, but the burden is even much greater than that. An institution that names the name of Christ must also hire and train individuals who will live a daily example of the character and attitudes of faith that are built on biblical principles.

While the teacher in the classroom is justifiably the focal point of many recruitment efforts, the same character requirements (plus the ability to lead) are just as important for the administrative team. There are many considerations for teachers as they plan for the future. That future includes whether they will return to their current school or look for a different position. Income is of course a factor, but for most teachers the key element is the work environment within which they must function.

STANDARD TEN: PERFORMANCE LEVEL: 10.1

PERSPECTIVE: EVALUATING THE INSTITUTION'S RECRUITMENT AND RETENTION PROGRAMS FOR CONTINUOUS IMPROVEMENT.

Standard Ten: Recruitment and Retention:
The institution hires and retains qualified professional and support staff sufficient in number to fulfill the roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

Indicator 10.1	**Recruitment and Retention:** **The institution attracts and retains qualified personnel that support the institution's purpose and direction.**	Score
10.1.A	Evaluation of Personnel Needs	

Rubric 10.1.A Evaluation of Personnel Needs

Highly Functional ☐

a) The Institution uses and regularly evaluates a documented and ongoing process that uses data to determine personnel needs.
b) The Institution uses a defined process that includes an assessment of talent, qualifications and alignment with the institution's purpose statements.
c) The Institution monitors the process to assure sufficient staff to student ratios and quality experiences in administration, the classroom and support staff.

Operational ☐

a) The Institution uses a documented process that uses data to determine personnel needs.
b) The Institution uses a process that includes an assessment of talent, qualifications and alignment with the institution's purpose statements.
c) The Institution monitors the process to ensure sufficient numbers are present to ensure organizational needs are met.

Emerging ☐

a) The Institution uses a process to determine personnel needs.
b) The Institution uses a process that sometimes includes an assessment of talent, qualifications and alignment with the institution's purpose statements and
c) The Institution has limited oversight to ensure adequate numbers of staff.

Not Evident ☐

a) The Institution uses an informal process or
b) The Institution has no defined process to assess personnel needs.
c) The Institution does not provide adequate oversight to ensure adequate numbers of staff.

PERSPECTIVE: EVALUATING THE INSTITUTION'S RECRUITMENT AND RETENTION PROGRAMS FOR CONTINUOUS IMPROVEMENT.

Indicator 10.1	**Recruitment and Retention:** **The institution attracts and retains qualified personnel that support the institution's purpose and direction.**	Score
10.1.B	Evaluation of Recruitment and Retention Program	

Rubric 10.1.B Evaluation of Recruitment and Retention Program

Highly Functional ☐

a) The Institution uses and regularly evaluates a deliberate and formalized process to recruit and retain qualified personnel.
b) The Institution recruits and retains qualified personnel through meaningful learning opportunities, personal growth, financial support, and leadership opportunities.

Operational ☐

a) The Institution uses a deliberate and formalized process to recruit and retain personnel.
b) The Institution has limited learning, personal growth, or leadership opportunities

Emerging ☐

a) The Institution uses a formal process to recruit and retain personnel.
b) The Institution has no documented learning, personal growth, or leadership opportunities.

Not Evident ☐

a) The Institution uses a vague and/or informal process to recruit and retain personnel.
b) The Institution has no opportunities for growth.

Evidence (Required and Examples) Indicator 10.1

Indicator 10.1.A-B Required Evidence
School Board or Administration Manual: • Staff recruiting policies and procedures
List of Administrative personnel, including qualifications and duties
List of Faculty personnel, including qualifications and duties
List of Support staff, including qualifications and duties
Indicator 10.1.A-B Required Evidence for Highly Functional Rating
School Board Manual/Administrative Manual: • Data collection and budgeting process for evaluating staffing needs for the school for the academic year • Evaluation process for the qualifications needed to address the specific learner needs of the institution • Evaluation and training process for finding and training current staff to meet future needs • Recruitment guidelines for attracting and hiring qualified staff
Indicator 10.1.A-B Examples of Possible Evidence
Overall plan for the academic year for classes, educational services, and support personnel
Criteria for adding classes and/or programs to your school including the staffing needs
Growth Management Plans including the processes used to determine growth and expansion in services and personnel
Minutes of meetings where growth planning and staffing needs are discussed, and data is used
Policies for retaining personnel, including professional growth and advancement opportunities, recognitions, and incentives

NARRATIVE QUESTIONS: GROUP THREE:

STANDARD TEN: RECRUITMENT & RETENTION

At the end of each Standard is the Institution Narrative for that section. The Focus Questions are listed here for reference; the actual responses are to be completed in the Self-Study Workbooks as the Accreditation Committees work through each section of the Self-Study.

The focus questions are a tool for providing additional insight to the evaluation team about the specifics of your institution. Refer to the performance level descriptions to guide your writing. Cite sources of evidence accreditation team members may be interested in reviewing. A summary of this Standard is provided to assist the local team to remain centered on the perspective of the Group so that responses stay on topic.

Summary of Group Three Resource Allocation and Budget,
Standard Ten Recruitment & Retention:

10.1 The institution attracts and retains qualified personnel that support the institution's purpose and direction.

Focus Narrative 10.1: *Describe your overall plan in general for recruiting and retaining qualified personnel and how you determine the number needed for sufficient staffing.*

10S: ***Areas of Strength:*** *What are your areas of greatest strength and why?* [**Scores of 4 or 3**]

10Q: ***Maintaining Quality:*** *What actions are you implementing to sustain your areas of strength?*

10W: ***Areas of Weakness:*** *What are your areas of weakness and why?* [**Scores of 2 - 1**]

10I: ***Plans for Improvement:*** *What are your plans for improvement?*

Group Three: Resource Allocation, Budget and Review – Standard Eleven

Group Three: Resource Allocation, Budget and Review

- The use and distribution of resources support the stated mission of the institution.
- Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed.
- The utilization of resources includes support for professional learning for all staff.
- The institution examines the allocation and use of resources to ensure appropriate levels of:
    - funding,
    - sustainability,
    - organizational effectiveness and
    - increased student learning.

Standard Eleven: Resources Designated to Professional Practice:

The technology infrastructure supports the students and school personnel use, range of media, and information resources to support the school's educational programs.

Indicator 11.1 Technology Infusion

The institution integrates appropriate digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

Indicator 11.2 Resource Needs Analysis & Availability

The institution provides access to information resources and materials to support the curriculum, programs and needs of students, staff and the institution.

Quality training and a professional staff will not meet the educational needs of the student if those individuals are not supplied with the tools or materials needed for instruction. A well-supplied learning environment involves the student in the learning process (inviting creativity and interaction), which then leads students to becoming lifelong learners.

"But this I say, He which soweth sparingly shall reap also sparingly; and he which soweth bountifully shall reap also bountifully. "
2 Corinthians 9:6

Standard Eleven:
Resources Designated to Professional Practice

Foundation Principles:

Standard Eleven - Indicators 11.1 - 11.2

Technology and material resources for the learning environment are at the heart of Professional Practice. Educational technology plays an important role in learning and instruction. For many years, the size and scope of an institution's physical library was the benchmark of a school's commitment to professional practice. Then came overhead projectors, and maybe even the film projector.

Informational resources still include traditional print, but the goal of preparing students for the future means that the use of current technology must be a continuing part of the program. Access to technology should be balanced across grade levels, include materials for skill development, faculty resources, reference and learning.

Proper use of technology and material resources is essential for today's students to develop the life skills necessary to work and prosper in the worldwide economy and will continue to be an invaluable tool for the leaders of tomorrow who are sitting in the classroom today.

The most visible use of technology is as a tool for learning and instruction in the classroom. The ability to collect, analyze and utilize data to individually access the needs of students is essential to ensure ongoing academic success for all students.

Additional planning and supervision are required for the proper application for many of the resources available today for both the administrative team and the instructor in the classroom. A detailed and well-executed plan for the acquisition and supervision of technology is required to enjoy the benefits of these added resources while protecting students from their misuse.

STANDARD ELEVEN: PERFORMANCE LEVEL: 11.1

PERSPECTIVE: EVALUATING THE INSTITUTION'S PLANNING PROCESS FOR INTEGRATING DIGITAL TECHNOLOGY IN THE SCHOOL (NOT JUST THE CLASSROOM!) AND THE PROCEDURES FOR ACQUIRING, UPDATING, AND USING MATERIALS IN THE CLASSROOM

Standard Eleven: Resources Designated to Professional Practice:
The technology infrastructure supports the students and school personnel use, range of media, and information resources to support the school's educational programs.

Indicator 11.1	**Technology Infusion:** **The institution integrates appropriate digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.**	Score
11.1.A	Planning Appropriate Technology Infusion	

Rubric 11.1.A Planning Appropriate Technology Infusion

Highly Functional ☐

a) The Institution uses a variety of data sources, including needs assessments, to determine technology infrastructure needs.
b) The Institution engages in a comprehensive planning process that focuses on the integration of digital resources into teaching, learning and operations, to deepen and extend the curriculum and encourage learner engagement.
c) The Institution evaluates and demonstrates improvements in professional practice, student performance, and organizational effectiveness from the infusion of technology.

Operational ☐

a) The Institution uses a needs assessment, to determine technology infrastructure needs.
b) The Institution engages in a comprehensive planning process that focuses on the integration of appropriate digital resources into teaching, learning and operations.
c) The Institution evaluates improvements in professional practice, student performance, and effectiveness from the infusion of technology.

Emerging ☐

a) The Institution does not perform a needs assessment to determine technology infrastructure needs.
b) The Institution engages in a planning process that focuses in the integration of digital resources.
c) The Institution integrates digital resources into teaching, learning and operations.

Not Evident ☐

a) The Institution does not use data or needs assessment to determine technology infrastructure needs.
b) The Institution engages in little or no planning focused on the integration of digital resources.
c) The Institution has little or no documentation in the effect of technology on teaching, learning or operations.

PERSPECTIVE: EVALUATING THE INSTITUTION'S RECRUITMENT AND RETENTION PROGRAMS FOR CONTINUOUS IMPROVEMENT.

Indicator 11.1	**Technology Infusion:** **The institution integrates appropriate digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.**	Score
1.1.B	Provision of Resources for Appropriate Technology Infusion	

Rubric 11.1.B Provision of Resources for Appropriate Technology Infusion

Highly Functional ☐

a) The Institution provides ample human, material, and fiscal resources for technology infusion.
b) The Institution monitors that these resources are appropriately used to effectively integrate digital resources into teaching, learning and operations.

Operational ☐

The Institution:
a) The Institution provides sufficient human, material and fiscal resources for technology infusion.
b) The Institution effectively integrates digital resources into teaching, learning and operations.

Emerging ☐

The Institution:
a) The Institution provides some resources for technology infusion.
b) The Institution integrates digital resources into teaching, learning and operations.

Not Evident ☐

a) The Institution provides few or no resources for technology infusion.
b) The Institution has little or no integration of digital resources into teaching, learning and operations.

Evidence (Required and Examples) Indicator 11.1

Indicator 11.1.A-B Required Evidence
School Board Manual: • Budget guidelines devoted to ensuring ample staff, material and fiscal resources are provided to meet the mission goal of the institution.
Indicator 11.1.A-B Required Evidence for Highly Functional Rating
Administrative Manual: • Evaluation or review process to determine the effectiveness of current digital resources • Technology review process to determine the addition or updating of current technology in the classroom • Supervision and evaluation policies and procedures that monitor the effective use of technology throughout the program
List of current technology resources being used to enhance organization and student engagement
Indicator 11.1.A-B Examples of Possible Evidence
Record of teacher/staff training in the technology used by the institution
Survey or other data showing student success in classes where technology has been utilized
Plan for funds to be allocated to technology-amount budgeted or fundraisers planned for this purpose
Community partnerships established for the allocation of technology and or IT support
Job description and qualifications for your IT department or team leader

Page 181 is blank

STANDARD ELEVEN: PERFORMANCE LEVEL: 11.2

PERSPECTIVE: EVALUATING THE INSTITUTION'S PLANNING PROCESS FOR INTEGRATING DIGITAL TECHNOLOGY IN THE SCHOOL AND THE PROCEDURES FOR ACQUIRING, UPDATING, AND USING MATERIALS IN THE CLASSROOM

Standard Eleven: Resources Designated to Professional Practice:
The technology infrastructure supports the students and school personnel use, range of media, and information resources to support the school's educational programs.

Indicator 11.2	**Resource Needs Analysis & Availability:** **The institution provides access to information resources and materials to support the curriculum, programs and needs of students, staff, and the institution.**	Score
11.2.A	Resources Needs Analysis	

Rubric 11.2.A Resources Needs Analysis

Highly Functional ☐

a) The Institution implements a documented comprehensive process based on research and best practice for the identification, acquisition, updates and use of appropriate materials and resources.
b) The Institution ensures that materials are aligned to curricular and instructional programs as well as organizational needs and initiatives of the institution.

Operational ☐

a) The Institution implements a documented process for the identification, acquisition, updates and use of materials and resources.
b) The Institution ensures that materials are aligned to curricular and instructional programs as well as organizational needs and initiatives of the institution.

Emerging ☐

a) The Institution implements a process for the identification, acquisition, updates and use of materials and resources.
b) The Institution does not have a defined system to ensure the materials are aligned curricular and instructional programs or the organizational need and initiatives of the institution.

Not Evident ☐

a) The Institution implements limited or no processes for the identification, acquisition, use of materials or resources.
b) The Institution does not have a defined system to ensure the materials are aligned curricular and instructional programs or the organizational need and initiatives of the institution.

PERSPECTIVE: EVALUATING THE INSTITUTION'S PLANNING PROCESS FOR INTEGRATING DIGITAL TECHNOLOGY IN THE SCHOOL AND THE PROCEDURES FOR ACQUIRING, UPDATING, AND USING MATERIALS IN THE CLASSROOM

Indicator 11.2	**Resource Needs Analysis & Availability:** **The institution provides access to information resources and materials to support the curriculum, programs and needs of students, staff and the institution.**	Score
11.2.B	Availability of Resources	

Rubric 11.2.B Availability of Resources

Highly Functional ☐

a) The Institution provides a wide variety of high-quality resources that are easily accessible.
b) The Institution sufficiently addresses the needs and interests of students, staff, and the institution.

Operational ☐

a) The Institution provides a variety of high-quality resources that are easily accessible and
b) The Institution addresses the needs and interests of students, staff and the institution.

Emerging ☐

a) The Institution provides a variety of resources that are accessible and
b) The Institution addresses the needs of students, staff and the institution.

Not Evident ☐

a) The Institution provides minimal resources that
b) The Institution addresses the needs of students, staff and the institution.

Evidence (Required and Examples) Indicator 11.2

Indicator 11.2.A-B Required Evidence
School Board or Administrative Manual: • The process, policies and/or procedures by which your school determines the need, acquisition and/or update of materials to support the curriculum and school administration
Indicator 12.2.A-B Required Evidence for Highly Functional Rating
List of information resources available to staff and students
Crossover of information resources available to staff and or students in support of the curriculum
Staff, Student and Parent surveys allowing evaluation and feedback of the resources available from the perspective of a wide range of stakeholders
Indicator 11.2.A-B Examples of Possible Evidence
Process by which teachers and staff requisition materials and the approval process
Budget showing resources allocated to materials and supplies
Committee or meeting notes where the need, acquisition and/or update of materials is discussed
The process by which you distribute resources and/or materials to faculty, students, and staff

Narrative Questions: Group Three:
Standard Eleven: Resources Designated to Professional Practice

At the end of each Standard is the Institution Narrative for that Section. The Focus Questions are listed here for reference; the actual responses are to be completed in the Self-Study Workbooks as the Accreditation Committees work through each section of the Self-Study.

The focus questions are a tool for providing additional insight to the evaluation team about the specifics of your institution. Refer to the performance level descriptions to guide your writing. Cite sources of evidence accreditation team members may be interested in reviewing. A summary of this Standard is provided to assist the local team to remain centered on the perspective of the Group so that responses stay on topic.

Summary of Group Three Resource Allocation and Budget,
Standard Eleven: Resources Designated to Professional Practice:
(Technology Infusion, Resource Needs Analysis and Availability)

11.1 The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

11.2 The institution provides access to information resources and materials to support the curriculum, programs and needs of students, staff and the institution.

Focus Question 11.1: *How important is the integration of digital resources to the overall effectiveness of your school?*

Focus Question 11.2: *How does your school determine the resources and materials needed to support the curriculum and how are these resources allocated in general?*

11S: ***Areas of Strength:*** *What are your areas of greatest strength and why?* [**Scores of 4 or 3**]

11Q: ***Maintaining Quality:*** *What actions are you implementing to sustain your areas of strength?*

11W: ***Areas of Weakness:*** *What are your areas of weakness and why?* [**Scores of 2 - 1**]

11I: ***Plans for Improvement:*** *The Institution: What are your plans for improvement?*

Group Three: Resource Allocation, Budget and Review – Standard Twelve

Group Three: Resource Allocation, Budget and Review

- The use and distribution of resources support the stated mission of the institution.
- Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed.
- The utilization of resources includes support for professional learning for all staff.
- The institution examines the allocation and use of resources to ensure appropriate levels of:
    - funding,
    - sustainability,
    - organizational effectiveness and
    - increased student learning.

Standard Twelve: Budgeting Process for Effective Use of Resources:

The school appropriately and effectively allocates resources and provides services that support its purpose and direction to ensure success for all students.

Indicator 12.1 Strategic Management of Resources

The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.

Indicator 12.2 Budgeting Process for Effective Use of Resources

The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.

While hiring and training a quality staff and equipping the teacher with appropriate materials are foundational, we cannot stop there. We must evaluate the ongoing needs of the students and budget resources for the future. Twenty-five years ago no household in America had Internet access and very few had a personal computer. Now computers, cell phones and tablets are the norm. Our students will live and work in a future that is ever changing, so we must plan ahead and budget resources so that we are prepared to equip them for that future.

"The thoughts of the diligent tend only to plenteousness; but of every one that is hasty only to want." Proverbs 21:5

Standard Twelve: Budgeting Process for Effective Use of Resources

Foundation Principles:
Standard Twelve - Indicators 12.1 - 12.2

First Corinthians 4:2 tells us that, "it is required of stewards that a man be found faithful". Without proper oversight of the financial resources of the institution within the context of a clear vision of the future, the goals of the program can never be fully realized.

Sound business and accounting practices are the mark of a proper steward. The goals and intents of an educational institution, however, differ in many ways to most businesses. The goal of "business" is to make a profit for its stockholders. The goal of an educational institution is to make a profit in the lives of its students.

Resources need to be budgeted for the long-term sustainability and future growth of the program, but that must be balanced with the current needs of the student population and staff. A budgeting process that addresses the needs of all stakeholders is essential to the proper allocation of resources.

Because every item in the budget takes resources from every other item, the program must have a system of constant evaluation of its priorities. Budget resources should be aligned with priorities that meet the needs for student learning.

STANDARD TWELVE: PERFORMANCE LEVEL: 12.1

PERSPECTIVE: EVALUATING THE INSTITUTION'S ONGOING BUDGET PLANNING AND ALLOCATION OF RESOURCES.

Standard Twelve: Budgeting Process for Effective Use of Resources:
The school appropriately and effectively allocates resources and provides services that support its purpose and direction to ensure success for all students.

Indicator 12.1	**Strategic Management of Resources:** **The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.**	Score
12.1.A	Strategic Management Process	

Rubric 12.1.A Strategic Management Process

Highly Functional ☐

a) The Institution implements and evaluates formal planning processes by highly qualified personnel for long-range strategic resource management of budgets, facilities, and other organizational needs.
b) The Institution has a formal process by which all financial and resource development activities are documented and conducted in a legal, ethical, and professional manner.
c) The Institution has adequate insurance or equivalent resources to protect financial stability and administrative operations.

Operational ☐

a) The Institution implements a planning process for long-range strategic resource management of budgets, facilities and other organizational needs,
b) The Institution has a semi-formal process by which most financial and resource development activities are documented and conducted in a legal, ethical, and professional manner, and
c) The Institution has adequate insurance to protect financial stability and administrative operations.

Emerging ☐

a) The Institution uses a planning process to manage budgets, facilities and other organizational needs,
b) The Institution has an informal process by which the finances and resource development are documented, and
c) The Institution has insurance to protect financial stability and administrative operations.

Not Evident ☐

a) The Institution Does Not use a planning process to manage budgets, facilities and other organizational needs.
b) The Institution Does Not have an informal process by which the finances and resource development are documented.
c) The Institution Does Not have insurance to protect financial stability and administrative operations.

PERSPECTIVE: EVALUATING THE INSTITUTION'S ONGOING BUDGET PLANNING AND ALLOCATION OF RESOURCES.

Indicator 12.1	**Strategic Management of Resources:** **The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.**	Score
12.1.B	Use of Data in Evaluation of Processes and Procedures	

Rubric 12.1.B Use of Data in Evaluation of Processes and Procedures

Highly Functional ☐

a) The Institution Implements and demonstrates effective evaluation practices, for long-range, strategic management of budgets.
b) The Institution Evaluates future growth, current events, facilities, and other organizational needs in support of the institution's purpose and direction in the evaluation process.

Operational ☐

a) The Institution Implements a consistent evaluation practice.
b) The Institution Evaluates long-range, strategic management of budgets, facilities, and other organizational needs in support of the institution's purpose and direction.

Emerging ☐

a) The Institution Implements some evaluation practices.
b) The Institution Evaluates a process for management of budgets, facilities and other organizational needs.

Not Evident ☐

a) The Institution Implements has vague and/or unclear evaluation practices.
b) The Institution Evaluates has limited management of budgets, facilities and other organizational needs.

Evidence (Required and Examples) Indicator 12.1

Indicator 12.1.A-B-C Required Evidence
Indicator 12.1.A-B Required Evidence for Highly Functional Rating
Long-range strategic goals that include budgeting, use of facilities and growth
Review of the budgeting practice by a qualified third party
Indicator 12.1.A-B Examples of Possible Evidence
Notes from budget planning meetings
Notes from budget review meetings

Page 191 is blank

STANDARD TWELVE: PERFORMANCE LEVEL: 12.2

PERSPECTIVE: EVALUATING THE INSTITUTION'S ONGOING BUDGET PLANNING AND ALLOCATION OF RESOURCES.

Standard Twelve: Budgeting Process for Effective Use of Resources:
The school appropriately and effectively allocates resources and provides services that support its purpose and direction to ensure success for all students.

Indicator 12.2	**Budgeting Process for Effective Use of Resources:** **The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.**	Score
12.2.A	Formal Budgeting Process	

Rubric 12.2.A Formal Budgeting Process

Highly Functional ☐

a) The Institution has a formal budgeting process that allocates and aligns resources to address priorities for improvement.
b) The Institution has a budget designed to improve student learning and is equitably distributed to meet the needs of students.

Operational ☐

a) The Institution usually aligns resources to address priorities for improvement.
b) The Institution has a budget designed to improve student learning and is equitably distributed to meet the needs of students.

Emerging ☐

a) The Institution aligns resources to address priorities for improvement.
b) The Institution has a budget designed to improve student learning.

Not Evident ☐

a) The Institution rarely or never aligns resources to address priorities for improvement.
b) The Institution has no documentation of a budget designed to improve student learning.

PERSPECTIVE: EVALUATING THE INSTITUTION'S ONGOING BUDGET PLANNING AND ALLOCATION OF RESOURCES.

Indicator 12.2	**Budgeting Process for Effective Use of Resources:** **The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.**	Score
12.2.B	Effective Use of Resources	

Rubric 12.2.B Effective Use of Resources

Highly Functional ☐

a) The Institution Consistently evaluates and demonstrates effective use of human, material, and fiscal resources to meet the learners' and institution's identified needs and priorities.

Operational ☐

a) The Institution Usually evaluates and demonstrates effective use of human, material, and fiscal resources to meet the learners' and institution's identified needs and priorities.

Emerging ☐

a) The Institution Sometimes evaluates and demonstrates effective use of human, material, and fiscal resources.

Not Evident ☐

a) The Institution Rarely or never evaluates or demonstrates effective use of human, material, and fiscal resources.

Evidence (Required and Examples) Indicator 12.2

Indicator 12.2.A-B Required Evidence
School Board Manual: • Policies for submitting and approving of the annual budget
A formal annual budget
Indicator 12.2.A-B Required Evidence for Highly Functional Rating
School Board Manual: • Budget priorities guidelines and allocations indicating sufficient equitable distribution of resources to provide adequate resources to achieve goals for student advancement
Indicator 12.2.A-B Examples of Possible Evidence
Process for evaluating the effectiveness of the allocation of resources
Surveys and/or research evaluating the effective use of resources

Narrative Questions: Group Three:
Standard Twelve: Budgeting Process for Effective Use of Resources

At the end of each Standard is the Institution Narrative for that Section. The Focus Questions are listed here for reference; the actual responses are to be completed in the Self-Study Workbooks as the Accreditation Committees work through each section of the Self-Study.

The focus questions are a tool for providing additional insight to the evaluation team about the specifics of your institution. Refer to the performance level descriptions to guide your writing. Cite sources of evidence accreditation team members may be interested in reviewing. A summary of this Standard is provided to assist the local team to remain centered on the perspective of the Group so that responses stay on topic.

Summary of Group Three Resource Allocation and Budget,
Standard Twelve Budgeting Process for Effective Use of Resources:
(Strategic Management of Resources, Budgeting Process for Effective Use of Resources)

12.1 The institution demonstrates a strategic resource management process that includes long-range planning and uses data in evaluating the budgeting processes and procedures in support of the institution's purpose and direction.

12.2 The institution has a formal budgeting process that allocates human, material and fiscal resources in alignment with the institution's identified needs and evaluates the effective use of materials and resources to improve student performance and organizational effectiveness.

Focus Narrative 12.1: *Outline your general resource management process and how you evaluate your procedures for continual improvement.*

Focus Narrative 12.2: *Outline your budgeting process and how you evaluate the effective use of resources.*

12S: ***Areas of Strength:*** *What are your areas of greatest strength and why?* [**Scores of 4 or 3**]

12Q: ***Maintaining Quality:*** *What actions are you implementing to sustain your areas of strength?*

12W: ***Areas of Weakness:*** *What are your areas of weakness and why?* [**Scores of 2 - 1**]

12I: ***Plans for Improvement:*** *The Institution: What are your plans for improvement?*

Group Four: Compliance And Safety

Group Four: Compliance/Safety:

- As a partner with parents in the education and training of students, institutions affirmatively assume a great responsibility that those students are adequately and pro-actively protected including:
    1. That all areas where students or staff will have access to are properly licensed maintained and inspected regularly to ensure a safe, sanitary, and secure environment.
    2. That any person who will have regular or direct contact with students is properly screened.
    3. That all private and or privileged information of students, parents and staff are protected.

Standard Thirteen: Regulatory Compliance

The institution ensures compliance with all applicable, Federal, and State regulatory requirements, and it is in good standing with all regulatory agencies.

Indicator 13.1: Federal and State Compliance:

The institution complies with all applicable, Federal, and State regulatory requirements.

Indicator 13.2: County and City Compliance:

The institution complies with all applicable, County, City, or other municipality requirements.

Indicator 13.3 Florida Department of Education Compliance:

The institution complies with all applicable requirements of the Florida Department of Education and its offices.

"Then saith he unto them, Render therefore unto Caesar the things which are Caesar's; and unto God the things that are God's.". Matthew 22:216

Where this Icon appears, the item is specifically required by the Florida Department of Education Choice Office (in addition to all other requirements) to be a Compliant School for one or more of the Florida Scholarships.

STANDARD THIRTEEN: PERFORMANCE LEVEL: 13.1

PERSPECTIVE: RESPONSIBILITIES OF THE GOVERNING AUTHORITY/BUSINESS ADMINISTRATION

Standard Thirteen: Regulatory Compliance:
The institution ensures compliance with all applicable Federal and State regulatory requirements, and it is in good standing with all regulatory agencies.

Indicator 13.1	**Federal and State Compliance:** **The institution complies with all applicable, Federal and State regulatory requirements.**	Score

a) Incorporation: The institution **or** parent organization of the school has met the legal requirements to operate in the state of Florida by filing as a corporation with the Florida Department of State, Division of Corporations, or has met the requirement as an Unincorporated Association. The type of legal entity is:
617 ☐ 619 ☐ 623 ☐ Non-Incorporated Church ☐ Other ☐ _____

b) The Articles of Incorporation must name the institution or if the name is different, the parent organization, must have a current Fictitious Name Certificate.

c) Bylaws: The corporate status of the entity, having oversight, has clearly articulated bylaws that include educational options sufficient to cover the program. The bylaws detail administrative responsibilities in conjunction with and under the appropriate bylaws of the corporation. The by-laws should clearly address the following issues concerning Board members: Election of Board Members, voting privileges, term of office, responsibility, resignation and filling of positions, oversite of the education institution

d) Most institutions are required to obtain a Federal Identification Number (FIN)

e) If the organization is a 501(c)3 documentation is required

f) Most businesses are required to provide Worker Compensation Insurance for their regular employees. *F.S.* 440

g) Most businesses are required to pay Reemployment Tax, if anyone other than the owners receive compensation. http://dor.myflorida.com/Forms_library/current/rt800002.pdf

Florida Choice Office: All individuals listed on Sunbiz as Directors of the corporation the school is under MUST be VECH's fingerprinted for level two background screening.

Evidence (Required and Additional) Indicator 13.1

Indicator 13.1 Required Evidence
Articles of Incorporation of the parent organization
Corporation Certificate of Status
By-Laws that govern the Institution
Documentation of FIN number
501(c)3 documentation if it applies to the organization
VECHS for all corporation Directors if the school accepts Florida Scholarships
Indicator 13.1 Additional Evidence if Applicable to the Institution
Workers Compensation Insurance cover letter if applicable
Reemployment Tax account verification if applicable

STANDARD THIRTEEN: PERFORMANCE LEVEL: 13.2

PERSPECTIVE: RESPONSIBILITIES OF THE GOVERNING AUTHORITY/BUSINESS ADMINISTRATION

Standard Thirteen: Regulatory Compliance:
The institution ensures compliance with all applicable Federal and State regulatory requirements, and it is in good standing with all regulatory agencies.

Indicator 13.2	County and City Compliance: The institution complies with all applicable, County, City or other municipality requirements.	Score

a) Occupational license(s) issued in the name of the educational institution, for all municipalities that have jurisdiction. Local county or city zoning must provide written zoning approval for the school location.

b) Fire Code Inspection and Compliance Report: Existing educational facilities are required to have fire safety inspections annually.

c) Occupancy Permit: For non-public schools where student's physically attends the facility, the local county or city electrical, plumbing, and or building department must provide an Occupancy Permit via a signed inspection approval or written approval that the school facility meets all local educational standards for the aforementioned departments.

d) Health Department: (State rules, county enforcement)

1) Health Inspection: A school facility that has students in attendance is required to get a satisfactory group care Environmental Health Inspection from the local county health department prior to opening or operating in Florida and in most cases bi-annually thereafter. F.S. 381.006(6) Also see Florida Department of Health Rule 6A-2.0040

2) Mandatory Measurements Nonresidential Radon Measurement Report: All private school buildings housing students in kindergarten through grade 12 are required to have measurements taken to determine the level of indoor radon. F.S. 404.056 and Rule 64E-5 (If construction or renovations occur the testing must be repeated)

3) Food Service Inspection Report: A food service inspection report is required if the school facility stores, prepares, or serves food to students. F.S. 381.0072, 6A Rule 6A-0010

4) If a school facility possesses a well that serves 1 to 25 people, the school must have a current and acceptable Limited-Use Public/Private Drinking Water System Sanitation Survey & Inspection Report in accordance with the Florida Department of Health Rule 64E-8, as documented on the Florida Department of Health Form DH 4020.

e) Florida Department of Environmental Protection:
If a school facility possesses a well that serves more than 25 people, the school must work with the local Department of Environmental Protection to meet their compliance regulations and receive a Public Water System ID in accordance with the Florida Department of Environmental Protection Rule 62-550

EVIDENCE (REQUIRED AND ADDITIONAL) INDICATOR 13.2

Indicator 13.2 Required Evidence if Applicable
If Students Attend a Physical Facility
a) Occupational license(s) issued in the name of the educational institution, for all municipalities that have jurisdiction.
b) Fire Code Inspection and Compliance Report: Existing educational facilities are required to have fire safety inspections annually.
c) Occupancy Permit: For non-public schools where students physically attend the facility the local county or city electrical, plumbing, and or building department must provide an Occupancy Permit
d) Health Department: (State rules, county enforcement)
1) Health Inspection: A school facility that has students in attendance is required to get a satisfactory group care Environmental Health Inspection from the local county health department prior to opening or operating in Florida and in most cases bi-annually thereafter.
2) Mandatory Measurements Nonresidential Radon Measurement Report:
3) Food Service Inspection Report: A food service inspection report is required if the school facility stores, prepares, or serves food to students.
4) If a school facility possesses a well that serves 1 to 25 people, the school must have a current and acceptable Limited-Use Public/Private Drinking Water System Sanitation Survey & Inspection Report
Florida Department of Environmental Protection: (If applicable)
e) Florida Department of Environmental Protection: If a school facility possesses a well that serves more than 25 people, the school must work with the local Department of Environmental Protection to meet compliance regulations and receive a Public Water System ID
Indicator 13.2 Additional Evidence if Applicable to the Institution

STANDARD THIRTEEN: PERFORMANCE LEVEL: 13.3

PERSPECTIVE: RESPONSIBILITIES OF THE GOVERNING AUTHORITY/BUSINESS ADMINISTRATION

Standard Thirteen: Regulatory Compliance:
The institution ensures compliance with all applicable Federal and State regulatory requirements, and it is in good standing with all regulatory agencies.

Indicator 13.3	**Florida Department of Education Compliance:** **The institution complies with all applicable requirements of the Florida Department of Education and its offices.**	Score

a) School ID and Annual Database Survey:
The administrator of a private school located in Florida with full-time enrollment of Florida resident compulsory-attendance-aged students must register the school with the FLDOE and be issued a school ID number and report their enrollments annually. F.S. 1002.42(2)(b)

b) Owner Fingerprints:
Each owner of a private school is required to undergo a level 2 background screening and submit the fingerprints to the FLDOE for a criminal records check. F.S. 1002.42(2)(c)(1) 6A-6.03315 and 6A-6.0970

c) Regular School Attendance as defined in f.s. 1003.26

- Develop and publish a school calendar based on the Florida standard of 180 days of attendance or Kindergarten 540 net instructional hours, grades 1-3 720 net instructional hours, grades 4-12 900 instructional hours. (170 actual school days minimum for McKay Scholarship)
- Develop policies and procedures to determine the meaning and conditions associated with excused and unexcused absences and tardiness.
- Establish an attendance policy that includes the number of days a student must be in attendance per year to remain in good standing.
- Develop policies and procedures to ensure that schools respond in a timely manner to each unexcused absence, or absence for which the reason is unknown.
- Contact the home for every unexcused absence or absence for which the reason is unknown, to obtain parent justification for the absence.
- Evaluate each justification and, based on school policy, determine whether the absence is excused or unexcused; if excused, allow the student to make up assigned work without academic penalty.
- Track excused and unexcused absences.
- Identify and refer students who may be developing a pattern of nonattendance to the school child study team for intervention services.
- Schedule a meeting with certain identified parents to discuss their child's attendance.
- Implement prevention and intervention strategies to address truancy and attendance issues.

1) All of the above must be stored on site, and available for inspection.
2) The School must notify parents at least 30 days in advance of the transfer of the private school ownership

Indicator 13.3	**Florida Department of Education Compliance:** **The institution complies with all applicable requirements of the Florida Department of Education and its offices.**	Score

Continued

d) Comply with the anti-discrimination provisions of 42 U.S.C. s. 2000d
"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

If Students Attend a Physical Facility
e) Posting of Reporting for Misconduct and Abuse Poster:
F.S. 1006.061(1), requires each district school, charter school and private school that accepts scholarship students under section 220.187 or section 1002.39 to post in a prominent place a notice that pursuant to Chapter 39 all employees and agents of the district school board, charter school or private school have an affirmative duty to report all actual or suspected cases of child abuse, abandonment, or neglect.

Schools that accept Florida Scholarships must have a physical campus where scholarship students regularly attend in addition to (f) through (h) below.

f) Scholarship Compliance:
Schools that choose to participate Florida regulated Scholarships, must comply with additional requirements, and provide a copy of their annual compliance letter. F.S. 1002.385, 1002.39, 1002.295, 1002.42, 1002.421 Florida Administrative Code: 6A-6.03315, 6A-6.0960, 6A-6.0961 and 6A-6.0970

g) Allegations of Misconduct by Educators:
F.S. 1012.796, requires each school district, charter school and private school that accepts scholarship students under section 220.187 and 1002.39, shall file in writing with the department all legally sufficient complaints within 30 days after the date on which the complaint comes to the attention of the school.

h) Agreed Upon Procedures:
Private schools that receive funding under FTC, Gardiner, Hope and McKay are now required to submit a report from an independent certified public accountant who performs the agreed-upon procedures developed pursuant to s. 1002.395(6)(o), F.S.

Evidence (Required and Examples) Indicator 13.3

Indicator 13.3 Required Evidence for All Schools
Copy of the current FLDOE Annual Database survey
Owner fingerprint compliance Requires a Visual Inspection
Published School Calendar: Based on 180 days of attendance

School Board/Governance or Administrative Manual or other documentation detailing
• How Attendance is tracked including:
  ○ Excused, Unexcused Absences and Tardiness,
  ○ School response to unexcused absence
  ○ Contact protocols for unexcused absences
  ○ Prevention and Intervention strategies to address truancy
• Anti-discrimination policy published in all appropriate communication

Anti-discrimination policies: Listing of all locations policy is published
Indicator 13.3 Additional Evidence if Students Attend a Physical Facility
Reporting for Misconduct and Abuse Poster: Requires a Visual Inspection
Indicator 13.3 Additional Evidence for schools that accept Scholarships
Scholarship Compliance letter from the Florida Choice Office
School Board/Governance or Administrative Manual or other documentation detailing • Staff Training/Acknowledgement of responsibility for the reporting of Allegations of Misconduct by Educators

Narrative Questions: Group Four:
Standard Thirteen: Regulatory Compliance

At the end of each Standard is the Institution Narrative for that Section. The Focus Questions are listed here for reference; the actual responses are to be completed in the Self-Study Workbooks as the Accreditation Committees work through each section of the Self-Study.

The focus questions are a tool for providing additional insight to the evaluation team about the specifics of your institution. Refer to the performance level descriptions to guide your writing. Cite sources of evidence accreditation team members may be interested in reviewing. A summary of this Standard is provided to assist the local team to remain centered on the perspective of the Group so that responses stay on topic.

Focus Question 13.1a: *If the organization is NOT required to provide Worker Compensation Insurance, provide details of the exemption.*

Focus Question 13.1b: *If the organization is NOT required to pay Reemployment Tax, provide details of the exemption.*

Focus Question 13.1c *County and city compliance requirements for schools can vary widely throughout the state. How does your institution know what your county and city require and how do you verify that you are in compliance?*

Group Four: Compliance/Safety:

- As a partner with parents in the education and training of students, institutions affirmatively assume a great responsibility that those students are adequately and pro-actively protected including:
    1. That all areas where students or staff will have access to are properly licensed, maintained and inspected regularly to ensure a safe, sanitary, and secure environment.
    2. That any person who will have regular or direct contact with students is properly screened.
    3. That all private and or privileged information of students, parents and staff are protected.

Standard Fourteen: Employee Records

The institution ensures compliance with applicable local, state, and federal laws, with regard to employees

Indicator 14.1 Application, Ethics in Education Requirements

Employment application meets Federal, State and FCCPSA Guidelines, and the requirements of the Florida Ethics in Education Act.

"*Through wisdom is an house builded; and by understanding it is established: And by knowledge shall the chambers be filled with all precious and pleasant riches*."
Proverbs 24:3-4

Page 207 is Blank

STANDARD FOURTEEN: PERFORMANCE LEVEL: 14.1

PERSPECTIVE: RESPONSIBILITIES OF THE GOVERNING AUTHORITY/BUSINESS ADMINISTRATION

Standard Fourteen: Employee Records:
The institution ensures compliance with applicable local, state, and federal laws, with regard to employees.

Indicator 14.1(a)	**Application, Ethics in Education Requirements:** **Employment application meets Federal, State and FCCPSA guidelines and the requirements of the Florida Ethics in Education Act**	Score

a) Employee Application and File: The following items are required.

- Employment Application
- Education Verification, and Documentation of Professional Accomplishments appropriate to qualify the applicant to perform assigned duties
- Three Year Employment history verification – The verification must be in writing including notes on who was contacted, when and how the verification was made and by whom.
- Eligibility to work in the United States (USCIS I-9) (Includes proof of identity)
- VECHS background screening for all personal who have regular and direct contact with students including volunteers.

Note: Teachers with a valid Florida Teacher Certification already meet the fingerprinting requirements of f.s. 1002.421(2)(i)(4). However, schools are strongly encouraged to fingerprint certified teachers through VECHS so that any future issues will be reported directly to the school.

- **BEC-PASS Access:** Florida Dept of Education – Employment Screening is also required
- Child Abuse/Neglect Reporting Requirements and two hours of training annually
- First Aid: CPR certification (No less then 50% of staff for campus programs)
- Fire Drill and Use of Fire Extinguisher Training at least every two years.
- Documented training for all administrative and instructional personnel on the standards of ethical conduct including reporting procedures and duties and the liability protections provided in f.s.39.03 and f.s.768.095.
- Employment contract MUST prohibit confidentiality agreements regarding instructional personnel and administration who are dismissed, terminated or resign because of misconduct.
- Minimum of 20 CEU's of ongoing appropriate Professional Development each year on staff
- Copy of valid, appropriate, current Driver's License for any staff that may transport students
- Training for emergency crisis management plan

Each teacher's qualifications must be posted on the school website (or provided to parents in written form along with a description of each program and service provided.

Standard Fourteen: Employee Records: The institution ensures compliance with applicable local, state, and federal laws, with regard to employees.		
Indicator 14.1(b/c)	**Application, Ethics in Education Requirements:** **Employment application meets Federal, State and FCCPSA guidelines and the requirements of the Florida Ethics in Education Act**	Score

b) The Florida Ethics in Education Act (July 1, 2008)
The institution meets the applicable portions of the Ethics in Education Act. A detailed Technical Assistance Letter is posted at: http://www.fldoe.org/core/fileparse.php/7725/urlt/0072433-sb1712tap.pdf

- Employment screening must be completed for all employees.
- Hiring contact is required to check an applicant's previous employment references.
- Each step in the employment hiring/screening process must be documented.
- Disqualifications for Employment:
  - Schools MUST have a policy in place that denies or terminates employment for those with direct student contact if they fail to pass the **background screening** process in accordance with 435.04 FS.
- Termination for Cause conditions Florida Statutes 435.04 and 1002.421(1)(p)5
- Confidentiality Agreements prohibited Florida Statutes 1001.42(6)
- Child Abuse Reporting Posting of Notice Requirements
- The principal of a private school is required to act as the DCF liaison.
- Immediate Suspension if certain alleged misconduct conditions apply.
- Reporting Professional Misconduct requirements

c) Administration, Teacher and Support Staff Qualifications: Professional Qualifications and training appropriate to perform assigned duties, to include but not limited to:

1) Administration: A Masters, or minimum of a Baccalaureate degree required, and or professional expertise or training, in areas sufficient, to provide the required skills required for the assigned duties.
2) Instructional Personnel: Employ or contract only with teachers who hold a baccalaureate or higher degree or have at least three years of teaching experience in public or private schools, or have special skills, knowledge, or expertise that qualifies them to provide instruction in subjects taught.
3) Support Staff: Qualification will vary depending on the position but must be clearly defined on the position job description.

Evidence (Required and Examples) Indicator 14.1

Indicator 14.1 Required Evidence

School Board/Administrative Manual/Operations Manual:
• Details of the hiring process including documentation requirements
• Details of the staff training for all required components of the Ethics in Education Act including:
  ○ Disqualification for Employment
  ○ Termination for Cause Provisions
  ○ Immediate Suspension Conditions
  ○ Employment Qualifications

Visual Inspection: • Employee application of all staff • Reference verification notes including verification (By whom, when, and by what means) • Education background and Specialized Training Documentation • Professional Development Documentation • USCIS I-9 • VECH's background screening (if staff has regular and direct contact with students) • Child Abuse/Neglect Reporting form • First Aid/CPR certificate • Current appropriate driver's license for any staff that transports students • Training for emergency crisis management plan.
Professional Development/Training • Child Abuse Neglect training and documentation: Two hours each year • Fire Drill and Safety training: No less than every two years.
Indicator 14.1 Additional Evidence if Applicable to the Institution

GROUP FOUR: COMPLIANCE/SAFETY:

- As a partner with parents in the education and training of students, institutions affirmatively assume a great responsibility that those students are adequately and pro-actively protected including:
    1. That all areas where students or staff will have access to are properly licensed, maintained and inspected regularly to ensure a safe, sanitary, and secure environment.
    2. That any person who will have regular or direct contact with students is properly screened.
    3. That all private and or privileged information of students, parents and staff are protected.

STANDARD FIFTEEN: STUDENT RECORDS

The institution ensures compliance with applicable local, state, and federal laws, with regard to student records and enrollment.

INDICATOR 15.1 STUDENT CUMULATIVE FILES

Confidential records of students are complete, organized, current, accessible only to appropriate personnel, compliant with applicable federal and state requirements, and kept in a safe location.

INDICATOR 15.2 EDUCATIONAL RECORDS

The institution complies with applicable local, state, and federal laws regarding retention of student records.

"*Lo, children are an heritage of the LORD: and the fruit of the womb is his reward. As arrows are in the hand of a mighty man; so are children of the youth*." Psalms 127:3-4

STANDARD FIFTEEN: PERFORMANCE LEVEL: 15.1

PERSPECTIVE: RESPONSIBILITIES OF THE GOVERNING AUTHORITY/BUSINESS ADMINISTRATION

Standard Fifteen: Student Records:
The institution ensures compliance with applicable local, state, federal laws, and FCCPSA policy with regard to student records and enrollment.

Indicator 15.1	**Student Cumulative Folder** **Confidential records of students are complete, organized, current, accessible only to appropriate personnel, compliant with applicable federal and state requirements, and kept in a safe location.**	Score

a) Birth Certificate or other acceptable proof of birth:
F.S. 1003.21(4)(a-e)

b) Certification of Immunization or Religious Exemption:
Florida Department of Health form: **DH680 or DH681** That indicated the correct Code for the student or an exportation date that has not passed.

Code 1: Immunizations complete up to 7th grade.
Code 2: Immunizations have an expiration date, by which they must be updated to remain in compliance.
Code 3: Medical Exception for Cause
Code 8: Immunizations are complete.

c) Student Health Examination:

1) F.S. 1003.22(1) The governing authority of each private school shall require that each child who is entitled to admittance to kindergarten, or is entitled to any other initial entrance into a public or private school in this state, present a certification of a school-entry health examination performed within 1 year before enrollment in school. (School means K-5 or later) The most common form is DH3040 but any physical from a Florida physician is acceptable.
2) F.S. 1003.22(4) Scoliosis screening at the proper age, on the Florida Department of Heath approved Form. (Proper age means 6th grade) (Health Department form DH3040)

d) Student Cumulative Folders are Secure with limited appropriate access.
Records must be in a locked file cabinet, or a room that is always locked with limited and appropriate access only.

e) Social Security #'s: Cannot be Required as a condition of enrollment f.s. 1008.386(1)

f) Records must be kept on site and available for inspection by the FLDOE Choice Office.

Evidence (Required and Examples) Indicator 15.1

Indicator 15.1 Required Evidence
Administrator/Operations Manual or other Documentation that Details: • Student File Procedures and Requirements • Policy for security of student files and who has access to student records • Transfer of records policy
Visual Inspection: • Legible Birth Certificate or other acceptable form of identification • Appropriate DH680 or DH681 • Appropriate Student Health Examination • Student Cumulative Folders are secure • Social Security Numbers cannot be required for enrollment
Indicator 15.1 Additional Evidence if Applicable to the Institution
Checklist or checklist system for parent compliance with required forms/documents

STANDARD FIFTEEN: PERFORMANCE LEVEL: 15.2

PERSPECTIVE: RESPONSIBILITIES OF THE GOVERNING AUTHORITY/BUSINESS ADMINISTRATION

Standard Fifteen: Student Records: The institution ensures compliance with applicable local, state, federal laws, and FCCPSA policy with regard to student records and enrollment.		
Indicator 15.2	**Educational Records (Category A)** **The institution complies with applicable local, state, federal laws and FCCPSA policy regarding retention of student records.**	Score

Educational Records:
F.S.1002.42(3), Florida Department of Education Rule 6A-1.0955
Information contained in education records shall be classified as follows:

Category A: Information for each student which shall be kept current while the student is enrolled and retained permanently in the manner prescribed by Section 1001.52(2), F.S.
Content of Category A records: The following information shall be maintained for each student:
(a) Student's full legal name,
(b) Authenticated birthdate, place of birth, race, ethnicity and sex,
(c) Last known address of the student,
(d) Names of the student's parent(s) or guardian(s),
(e) Name and location of last school attended,
(f) Number of days present and absent, date enrolled and date withdrawn, (on site)
(g) Courses taken and record of achievement, such as grades, units, or certification of competence,

(1) Schools must provide scholarship students with written **quarterly progress reports**
(2) For some scholarships, schools must cooperate with parents who wish their child to participate in statewide assessments.
(3) For some scholarships and grade levels, schools must make provisions for students to take approved nationally normed academic assessments.
(4) Some scholarships like McKay can use an alternate assessment when appropriate.

(h) Date of graduation or date of program completion, and
(i) Records of requests for access to and disclosure of personally identifiable information from the education records of the student as required by FERPA.

(j) Records must be kept on site and available for inspection by the FLDOE Choice Office.

Category B Records Continued the next page:

Indicator 15.2	**Educational Records (Category B)** **The institution complies with applicable local, state, federal laws and FCCPSA policy regarding retention of student records.**	

Indicator 15.2 Continued

Category B: Information which is subject to periodic review and elimination when the information is no longer useful in the manner prescribed by Section 1001.52(3), F.S.
Content of Category B records. These records may include but are not limited to the following:
(a) Health information and health care plans,
(b) Family background data,
(c) Standardized test scores,
(d) Educational and career plans,
(e) Honors and activities,
(f) Work experience reports,
(g) Teacher comments,
(h) Reports of student services or exceptional student staffing committees including all information required by Section 1001.42(13), F.S.,
(i) Correspondence from community agencies or private professionals,
(j) Driver education certificate,
(k) List of schools attended,
(l) Written agreements of corrections, deletions or expunctions as a result of meetings or hearings to amend educational records,

(j) Records must be kept on site and available for inspection by the FLDOE Choice Office.

Evidence (Required and Examples) Indicator 15.2

Indicator 15.2 Required Evidence Verified by Visual Inspection
Visual Inspection: • Category A records are up to date in a physical or computer file • Category B records are up to date in a physical or computer file
Indicator 15.2 Additional Evidence if Applicable to the Institution

STANDARD FIFTEEN: PERFORMANCE LEVEL: 15.3

PERSPECTIVE: RESPONSIBILITIES OF THE GOVERNING AUTHORITY/BUSINESS ADMINISTRATION

Standard Fifteen: Student Records: The institution ensures compliance with applicable local, state, federal laws, and FCCPSA policy, with regard to student records and enrollment.		
Indicator 15.3	**High School Transcript** **This is the official documentation of the student's complete high school record**	Score

The High School Transcript is the document that colleges will use to determine admission and in some cases qualification for scholarships. Providing all the information that colleges will need, ensures that the process is quick and efficient, with the least amount of confusion.

1) Required School Details:

a) Name of the School
b) Contact Information: Address, Phone, Fax, Email, Web Site
c) Accreditation
d) Identifying Codes: FLDOE School Code, CEEB Code
e) Grading Scale, including weighting parameters if any

2) Student Demographics

a) Students full legal name: The transcript is an official document it must tell the truth
b) Contact Information for the Student: Address, Phone Number
c) Social Security Number is preferred but optional as it cannot be required for enrollment
d) Gender, Race, Date of Birth, Date enrolled, Date transcript last updated
e) Graduation date if applicable, Diploma type if issued

3) High School (Academic) Records:

This is the official record of high school, that means all of high school, not just the selected parts of high school that we choose to list.

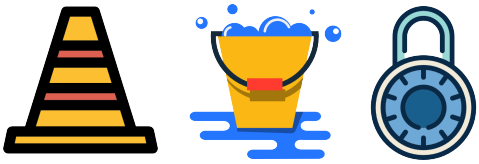
a) Courses attempted including:
b) the year attempted, course name, Florida course number (if attempted in Florida)
c) Grades earned, by semester not the yearly average. High school credits in Florida are defined as being earned in half credit units. The yearly average may not be the actual average.
d) Credits earned, or not earned must be listed,
e) Test results (All National Normed, and college entrance test must be retained in the students' permanent records. Schools can opt to include the highest score on the final transcript)
f) Community Service Hours (If any)
g) Course Summary by category that is required for graduation,
h) total required, earned to date, still required.
i) Class rank if students are ranked
j) A designated place for an official signature and the school seal.

Evidence (Required and Examples) Indicator 15.3

Indicator 15.3 Required Evidence Verified by Visual Inspection
Visual Inspection: • Transcripts of all graduates for the last two years. • Transcripts of all current seniors.
Indicator 15.3 Additional Evidence if Applicable to the Institution

Group Four: Compliance/Safety:

- As a partner with parents in the education and training of students, institutions affirmatively assume a great responsibility that those students are adequately and pro-actively protected including:
    1. That all areas where students or staff will have access to are properly licensed, maintained and inspected regularly to ensure a safe, sanitary, and secure environment.
    2. That any person who will have regular or direct contact with students is properly screened.
    3. That all private and or privileged information of students, parents and staff are protected.



Standard Sixteen: Safe, Sanitary & Secure

The school maintains the campus, facilities, services, and equipment to provide an environment that is safe, sanitary, secure, and orderly.

Indicator 16.1 Emergency Procedures

Emergency procedures are well defined, staff are systematically trained, and adequate practice, including student participation, is required and documented.

Indicator 16.2 Classrooms, Hallways, Bathrooms, Storage

Safety and maintenance guidelines for staff and students are developed, and written policies and procedures are in place, that meet acceptable standards of health, safety.

Indicator 16.3 Recreation Areas

Recreation area/playground, common areas, and athletic areas are inspected regularly, safe, age appropriate, and large enough for the number of students.

Indicator 16.4 Transportation

Detailed guidelines for staff and students are developed, and written policies and procedures are in place, that meet acceptable standards of health, safety with regard to the transportation of students.

Indicator 16.5 Cafeteria-Food Prep

Food guidelines for staff and students are developed, and written policies and procedures are in place, that meet acceptable standards of health, safety.

"*And the King shall answer and say unto them, Verily I say unto you, Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me*". Matthew 25:40

Group Four: Compliance-Safety:

Standard Sixteen: Safe, Sanitary & Secure

Foundational Principles

The Christian Educational Institution has been given a great responsibility by the parent/guardian to ensure the health, safety, and general welfare of each child/student in attendance. It is then of the utmost importance that the staff have the best training in all areas of health and safety. Constant vigilance is required; not only to maintain the current level of safety, but also to be aware of how the surroundings may not prove safe for students or staff. Active involvement from all members of the school community is required.

There may come a need for quick action, such as in the case of a choking child. Only with the repetitive use of training and practice will the actions of CPR or other interventions promote a positive response when there is not enough time to think. That is why repetitive training, even over areas of safety that have been reviewed previously, is continuously reviewed on a regular schedule. No matter how many times the playground has been inspected, it must still be inspected today BEFORE children are given access, because today may be the day when a hazard is present.

The first three Groups covered during the accreditation Site-visit are primarily focused on the standards that define the educational program, from its Vision, Mission and Philosophy of Education, Governance and Administration policies, Curriculum and its implementation into all aspects of both the children and families that are served, including academic, social, and relationships. For this reason, the fourth Group is focused exclusively on compliance and safety issues, so this important topic is not "lost" in the task of verifying the status of the educational aspects of the program.

All FCCPSA inspectors are trained in Health, Safety and Transportation Inspections, and will use the detailed protocols and checklist as a part of the inspection process. Several of the checklists, including, Emergency Procedures, Classroom, Kitchen, Playground and Vehicle Inspection, are provided in the Appendix Section at the back of this manual.

Any school with a physical campus must meet the prescribed minimum requirements and standards of sanitation and safety for K-12 private schools in accordance with Florida Statutes 381.006(6) and the Florida Department of Education rule 6A-2.0010 and 6A-2.0040. They must be documented by the local county health department.

https://www.flsenate.gov/Laws/Statutes/2018/381.006

https://www.flrules.org/gateway/ChapterHome.asp?Chapter=6A-2

http://www.fldoe.org/schools/school-choice/private-schools/admin-info.stml

STANDARD SIXTEEN: PERFORMANCE LEVEL: 16.1

PERSPECTIVE: RESPONSIBILITIES OF THE GOVERNING AUTHORITY/BUSINESS ADMINISTRATION

Standard Sixteen: Safe, Sanitary and Secure: The school maintains the campus, facilities, services, and equipment to provide an environment that is safe, sanitary, secure and orderly.		
Indicator 16.1	**Emergency Procedures** **An emergency procedure plan is documented, staff are adequately trained, and sufficient practice has been conducted to provide for the safety of students and staff.**	Score

Emergency Procedures Plan, including staff training and practice that include:

- Fire Drill procedures, required staff training, documentation of training, student area exit postings, and logs, including alternate routes
- Sheltering In-Place or Lockdown procedures, including required staff training, documentation of training and drill logs
- Injury Procedures, required staff training, documentation of training and sample forms
- Sudden Illness (isolation area, pending parent pickup)
- Assaults/Fights or serious disturbances policies and procedures, required staff training and documentation of training
- Severe Storm/Flood procedures, required staff training and documentation of training
- Bomb Threat procedures, required staff training and documentation of training
- Intruder/Hostage procedures, required staff training and documentation of training
- Weapons on Campus procedures, required staff training and documentation of training
- Hazardous Materials/Chemical Exposure procedures, required staff training and documentation of training

EVIDENCE (REQUIRED AND EXAMPLES) INDICATOR 16.1

Indicator 16.1 Required Evidence
Emergency Procedures Manual or other Documentation, including, but not limited to: (For institutions that maintain a physical campus) • Fire Drill procedures, required staff training, documentation of training, student area exit postings, and logs, including alternate routes • Sheltering In-Place or Lockdown procedures, including required staff training, documentation of training and drill logs • Injury Procedures, required staff training, documentation of training and sample forms • Sudden Illness (isolation area, pending parent pickup) • Assaults/Fights or serious disturbances policies and procedures, required staff training and documentation of training • Severe Storm/Flood procedures, required staff training and documentation of training • Bomb Threat procedures, required staff training and documentation of training • Intruder/Hostage procedures, required staff training and documentation of training • Weapons on Campus procedures, required staff training and documentation of training • Hazardous Materials/Chemical Exposure procedures, required staff training and documentation of training
Indicator 16.1 Additional Evidence if Applicable to the Institution
Visual inspection of the employee files, and classroom postings will be conducted by the site visit team to verify training and practice
Copies of the last ten Fire Drill Log sheets
Indicator 16.1 Examples of Possible Evidence

STANDARD SIXTEEN: PERFORMANCE LEVEL: 16.2

PERSPECTIVE: RESPONSIBILITIES OF THE GOVERNING AUTHORITY/BUSINESS ADMINISTRATION

Standard Sixteen: Safe, Sanitary and Secure: The school maintains the campus, facilities, services, and equipment to provide an environment that is safe, sanitary, secure and orderly.		
Indicator 16.2	**Classrooms, Hallways, Bathrooms, Storage** **Safety and maintenance guidelines for staff and students are developed, and written policies and procedures are in place, that meet acceptable standards of health, safety.**	Score

a) Fire drill signage:

- Posted at the exit
- Positioned near student eye level
- Room location clearly marked
- Primary exit plan route from that location only (normally a solid line)
- Alternate exit plan route from that location only (dotted line)

b) First Aid Kit in every classroom: (Suggested items)

- Absorbent compress dressing
- 5-10 adhesive bandages
- adhesive cloth tape
- instant cold compress
- nonlatex golves
- thermometer
- 2-4 sterile gause pads

The First Aid Kit MAY NOT CONTAIN:

- Medications of any kind (asprin etc.)
- Antibiotic oinment (Unless disclosed on parent signed paperwork or handbook)

c) Accident/Observation report forms:
Accessable to teaching and support staff in the classroom

d) Bathroom/Water Access:
Students have adequate access to bathrooms / water fountains

d) Adequate minimum square footage per student
(minimum 20 sf per)

e) Classrooms are free from hazards:

- No exposed power cords or sockets
- No sharp objects or hazards
- No cleaning supplies are accessable to students
- Science/Art supplies well maintained and securely stored
- Hazardous materials are stored in self locking rooms or cabinets away from students
- No observable evidence of ants, rodents or other vermin infestation
- TV's or other heavy objects on movable carts are secured (straps etc.)

- During operational hours no portion of the building is used for any purpose which could endanger the health and safety of students

f) Classroom arrangement and maintenance:

- Rooms are clean, orderly and well maintained
- Rooms are arranged for adequate supervision of all students (Young students are never left alone.)
- Furniture is scaled for the age and size of students served
- Floor/wall and coverings are clean, safe and secure
- Sufficient lighting and ventilation
- Temperature between 65-82 degrees at all times
- Storage areas are secure from tipping (i.e. bookshelves)
- No open food is left or stored in the classroom

g) Microwaves:
Use of microwaves not allowed or properly supervised

h) Trash containers
All trash recepticles are covered, clean and secure

Evidence (Required and Examples) Indicator 16.2

Indicator 16.2 Required Evidence for Highly Functional
Administration/Operations Manual: (For institutions that maintain a physical campus) • Job descriptions for all staff that have maintenance responsibility. • Administrative oversight guidelines for maintenance staff • Policies and or procedures for notification and follow up for maintenance issues • Policies and or procedures for internet usage by students and staff
Indicator 16.2 Additional Evidence if Applicable to the Institution
Visual inspection of the campus will be conducted by the site visit team
Indicator 16.2 Examples of Possible Evidence
Maintenance logs or checklist of regular sanitation duties
Administrative checklist for walk through inspections (Classrooms, Bathrooms, Storage areas etc.

Page 225 is Blank

STANDARD SIXTEEN: PERFORMANCE LEVEL: 16.3

PERSPECTIVE: RESPONSIBILITIES OF THE GOVERNING AUTHORITY/BUSINESS ADMINISTRATION

Standard Sixteen: Safe, Sanitary and Secure: The school maintains the campus, facilities, services, and equipment to provide an environment that is safe, sanitary, secure and orderly.		
Indicator 16.3	**Recreation and Exterior Areas** **Recreation area/playground, exterior, common areas, and athletic areas are inspected regularly, safe, age appropriate, and large enough for the number of students.**	Score
Visual Inspection Part One **Exterior Areas Walk-through Inspection:**		

a) Exterior and Recreation Areas are free from hazards:

- Standing Water
- No sharp objects or hazards
- Broken Equipment
- Exposed power cords
- Cleaning supplise
- Hazardous materials
- AC/Power units are enclosed
- No observable evidence of ants, or vermin infestation
- During operational hours no portion of the building is used for any purpose which could endanger the health and safety of students

b) Secure safe storage:
All equipment is properly stored and secured

c) Trash containers
All trash recepticles are covered, clean and secure

Indicator 16.3 Continued on the Next Page

Indicator 16.3	**Recreation and Exterior Areas** **Recreation area/playground, common areas, and athletic areas are inspected regularly, safe, age appropriate, and large enough for the number of students.**	Score
	Visual Inspection Part Two **Recreation Areas/Equipment/Safe Conditions/Supervision**	

d) First Aid Kit at each recreation area: (Suggested content items)

- Absorbent compress dressing
- 5-10 adhesive bandages
- adhesive cloth tape
- instant cold compress
- nonlatex golves
- thermometer
- 2-4 sterile gause pads

The First Aid Kit MAY NOT CONTAIN:

- Medications of any kind (asprin etc.)
- Antibiotic oinment (Unless disclosed on parent signed paperwork or handbook)

e) Accident/Observation report forms: Accessable to teaching and support staff in the classroom

f) Bathroom/Water Access: Students have adequate access to bathrooms / water fountains

g) Adequate minimum square footage per student (minimum 75 sf per student)

h) Adequate shade

i) Proper ground cover (grass, mulch etc.)

j) Enclosed play area with adequate fencing (minimum 4')

k) Recreation area if outside is a least 30' from roads

l) NO sandboxes unless they are covered when not in use

m) Equipment:

- Appropriate size for age and height of students
- Well maintained
- Placed to prevent overcrowding and to allow
- Proper supervison at all times

n) A minimum of two adults are always present, and are trained in emergency procedures

o) Supervision has a means to comunicate with the office or administration if needed

p) Job description sections for all staff that have recreation area responsibility

EVIDENCE (REQUIRED AND EXAMPLES) INDICATOR 16.3

Indicator 16.3 Required Evidence
Indicator 16.3 Additional Evidence if Applicable to the Institution
Visual inspection of all recreation areas will be conducted by the site visit team
Indicator 16.3 Required Evidence for Highly Functional
Job description sections for all staff that have recreation area responsibility (maintenance and child safety)
Administrative checklist for walk through inspections of all recreation areas
Maintenance logs or checklist of regular inspections of all recreation areas

Page 229 is Blank

STANDARD SIXTEEN: PERFORMANCE LEVEL: 16.4

PERSPECTIVE: RESPONSIBILITIES OF THE GOVERNING AUTHORITY/BUSINESS ADMINISTRATION

Standard Sixteen: Safe, Sanitary and Secure:
The school maintains the campus, facilities, services, and equipment to provide an environment that is safe, sanitary, secure and orderly.

Indicator 16.4	**Transportation** **Detailed guidelines for staff and students are developed, and written policies and procedures are in place, that meet acceptable standards of health, safety with regard to the transportation of students.**	Score

16.4 Transportation
On-Campus Student traffic / Vehicle Safety

a) Student Drop off and Pick up procedures provide for student safety:

- Procedure are clear, will documented and consistently followed
- Properly supervised, including communication with administration
- Student exit/enter on the curb side, or are escorted to a safe loading zone
- Pickup person is identified by staff before student is released
- No vehicles are left unattended in the drive through
- All visitors on campus are required to sign in and identified while on campus

16.4 Transportation
Transportation Supervision/Policies/Training

b) Transporting of Students:

- Trip log documents all students picked up and dropped off each day. Visual inspection of previous months logs
- Trip log signed by two people each leg of a trip verifying vehicle is empty
- Appropriate ratio of staff to students on board
- Drivers for vehicles of a 16 passenger or more must have CDL endorsements/ physical.
- Driver **must have** current CPR and First Aid certificate.
- Yearly Mechanical Safety Inspection Report and log of repairs

Indicator 16.3 Continued on the Next Page

Indicator 16.4	**Transportation** **Detailed guidelines for staff and students are developed, and written policies and procedures are in place, that meet acceptable standards of health, safety with regard to the transportation of students.**	Score

16.4 Transportation
Visual Inspection of Vehicles
c) Required Items / d) General Condition

c) Required Items

1) Required Documentation

- Current Registration
- Current Auto Liability Policy

2) First Aid Kit: (Suggested items)

- Absorbent compress dressing
- 5-10 adhesive bandages
- adhesive cloth tape
- instant cold compress
- nonlatex golves
- thermometer
- 2-4 sterile gause pads

The First Aid Kit MAY NOT CONTAIN:

- Medications of any kind (asprin etc.)
- Antibiotic oinment (unless disclosed on parent signed paperwork)

3) Accident/Observation report forms

4) Fire extinguisher, indicator in the green, inspection tag current

5) Breakdown signals (Orange Triangle in a Box)

d) General Condition

- Fire exits marked, working properly.
- Storage if any is: Secure, clean, orderly, maintained
- Trash containers clean, covered and secure
- Seatbelts, child restraints if so equipped are in good working order
- Seats secure and in good repair
- Floor and covering clean/safe/secure
- Windows in good working order
- Swept daily after each use
- Tires: good tread, no cracks, wheels and lugs rust free
- Lights/signs, horn working properly

Evidence (Required and Examples) Indicator 16.4

Indicator 16.4 Required Evidence
Administrative Manual or other Documentation detailing: • Student Drop off and Pick procedures are clear, will documented and consistently followed • Staff training for student safety
Student Parent Handbook, Dropoff/Pickup procedures including: • Student exit/enter on curb side, or are escorted to a safe loading zone • Pickup person is identified by staff before student is released • Not vehicles are left unattended in the drive through • All visitors are required to sign in, and identified while on campus • Traffic flow clearly detailed
Indicator 16.4 Additional Evidence if Applicable to the Institution
Transportation policies and procedures including: • Trip Logs • Maintenance Schedule or yearly mechanical safety inspection
Indicator 16.4 Examples of Possible Evidence

Page 233 is Blank

STANDARD SIXTEEN: PERFORMANCE LEVEL: 16.5

PERSPECTIVE: RESPONSIBILITIES OF THE GOVERNING AUTHORITY/BUSINESS ADMINISTRATION

Standard Sixteen: Safe, Sanitary and Secure: The school maintains the campus, facilities, services, and equipment to provide an environment that is safe, sanitary, secure and orderly.		
Indicator 16.5	**Cafeteria-Food Prep** **Food guidelines for staff and students are developed, and written policies and procedures are in place, that meet acceptable standards of health, safety.**	Score
Part 1: Supervision and Administrative Policies		

a) Supervision:

- Job descriptions for all staff that have cafeteria or food responsibility
- Administrative oversight guidelines for cafeteria or food staff

b) Student policies:

- Cafeteria/Lunch/Snack policies including prices if applicable for students
- Staff responsibilities for student supervision and food safety

c) Health Department:

- Food Service Inspection Report is required if the school stores, prepares or serves food to students
- Health department inspection indicating the institution has passed.

NOTE: Refer to Indicator 13.2 for required inspection and compliance from the local County Health Department.

Indicator 16.5	**Cafeteria-Food Prep** **Food guidelines for staff and students are developed, and written policies and procedures are in place, that meet acceptable standards of health, safety.**	Score

Part 2: Student Areas: Visual Inspection

a) Health Department Inspection Report is Posted

b) Fire drill signage:

- Posted at the exit
- Positioned near student eye level
- Room location clearly marked
- Primary exit plan route from that location only (normally a solid line)
- Alternate exit plan route from that location only (dotted line)

c) First Aid Kit: (Suggested items)

- Absorbent compress dressing
- 5-10 adhesive bandages
- adhesive cloth tape
- instant cold compress
- nonlatex golves
- thermometer
- 2-4 sterile gause pads

The First Aid Kit MAY NOT CONTAIN:

- Medications of any kind (asprin etc.)
- Antibiotic oinment (unless disclosed on parent signed paperwork)

d) Cafeteria is free from hazards

- Sharp Points
- Broken Equipment
- Exposed power cords
- Cleaning supplies
- hazardous materials

e) Cafeteria Arrangement and maintenance:

- Eating areas are clean, orderly and well maintained
- Cafeteria is arranged for adequate supervision of all students
- Furniture is scaled for the age and size of students served
- Floor/wall and coverings are clean, safe and secure
- Sufficient lighting and ventilation

f) Trash containers covered, clean and secure

g) Meals, nutrition and modified

If meals are provided, they meet the daily nutritional need of students.
Modified diet orders are clearly posted.

h) Modified Diet:

Special food orders are clearly posted

i) Use of Microwave:

Microwave use is not allowed for students, or it is strictly supervised.

Indicator 16.5	**Cafeteria-Food Prep** **Food guidelines for staff and students are developed, and written policies and procedures are in place, that meet acceptable standards of health, safety.**	Score
Part 3: Kitchen Food Prep Area: Visual Inspection		

- All sinks, whether a two-compartment sink or a three-compartment sink, must have effective sanitizing and sanitized drying area.
  These sinks cannot be used for hand washing by staff!
- Hot and cold running water under pressure is easily accessible to all rooms where food is prepared, or utensils are washed.
- All kitchen staff volunteers must have access to hand washing facilities.
- All eating/drinking utensils thoroughly washed, rinsed and sanitized after each use
- Sanitization procedures/checklist is clearly posted
- Each refrigerator/freezer used for storage of potentially hazardous foods must provide an accurate thermometer located in the warmest part toward the side front of the refrigerator/freezer. All food and drink are kept at or below 45 F.
- All milk and milk products are pasteurized, stored in the original containers.
- Cutting boards must be cleaned and sanitized after each use. (not wooden)
- Ventilation hoods inspected annually and approved by a certified fire inspector.
- Walls are finished in a light color and shall have a smooth, washable surface up to the level reached by splash or spray.
- All employees and volunteers must wear clean garments and keep their hands clean at all times while engaged in preparing and serving food and drink, or wear clean, disposable food prep plastic gloves.
- Effective restraints to keep hair from food and from food-contact surfaces are used by employees engaged in the preparation and service of food.
- All wastes and rubbish placed in suitable covered, leak-proof, non-absorbent trash containers. Disposed of in a dumpster no closer than 10 feet from the building.
- Cleaning supplies secure.
- Food is stored in sealed, waterproof containers are free from dust, dirt and splash.
- Food and drink free from spoilage, not expired
- Food rotation procedures, are followed by all staff
- The room, food, utensils and equipment are protected from dust, flies, vermin, rodents, etc.

Evidence (Required and Examples) Indicator 16.5

Indicator 16.5 Required Evidence if Applicable to the Institution
Administrative or Staff Handbook detailing: • Administrative oversight guidelines for cafeteria and food staff • All food related policies and procedures • Job descriptions for all staff that have cafeteria or food responsibility
Parent/Student and or Staff Handbook detailing: • Cafeteria/Lunch/Snack policies including prices if applicable for students • Staff responsibilities for student supervision and food safety
Food Service Inspection Report
Previous three Health Department Inspections
Indicator 16.5 Examples of Possible Evidence

Definition of Terms

Accreditation
The status granted to a school after standards are met, a self-study has been written, a visiting committee has verified the self-study, and the commission has approved the school for accreditation. Accreditation is granted for five years.

Achievement testing
A standardized testing program typically used annually to measure student achievement, or how well the students perform when compared with a national sample of similar students. Test results assist the school in measuring its effectiveness and give parents additional information about their children's performance.

Annual report
A report that provides the school and FCCPSA with a yearly evaluation of how well the school is maintaining the FCCPSA accreditation standards.

Assessment
Methods of evaluating student performance and attainment—the process of documenting, usually in measurable terms, knowledge, skills, attitudes, and beliefs. (formative, summative, objective, subjective, formal and informal)

Biblical integration
The weaving of God's truth—in precept, principle, and practice—into teaching and learning in such a way that a unified, God-centered view of life is presented.

Candidate status
The status a school is placed in when it is deemed able to complete the accreditation process.

Career guidance
Advice and assistance provided to students who are encouraged to examine appropriate career possibilities. Literature and other opportunities for learning about various careers are made available to students.

Code of ethics
An identified set of standards that each individual commit to upholding in his or her role.

Collegiality
The relationship between colleagues. Colleagues are those explicitly united in a common purpose and respecting each other's abilities to work toward that purpose. A colleague is an associate in a profession or in a civil or ecclesiastical office. (Wikipedia)

Continuous improvement
A consistent effort to improve the school's procedures and practices that focus on improved teaching, student achievement, and learning.

Counseling
Service to parents, students, or faculty members who are in need of advice or assistance with spiritual, emotional, social, or academic problems.

Curriculum
The planned instructional program to be delivered to the students. It is not a textbook series.

Curriculum guide
A description of what is taught throughout the school, and as such it
(1) describes the school's instructional program,
(2) helps to ensure continuity between grade levels and subject areas, and
(3) provides a basis for evaluation of the school's instructional program.

Disability: The term "student with a disability" means any student who is documented as having an intellectual disability; a hearing impairment, including deafness; a speech or language impairment; a visual impairment, including blindness; an emotional or behavioral disability; an orthopedic or other health impairment; an autism spectrum disorder; a traumatic brain injury; or a specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia.

Groups (See page 30 for additional details)
Comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance results and organizational effectiveness.

Ethical guidelines
An identified set of standards that each individual commit to upholding in his or her role (see *Code of Ethics*).

Evaluation
The process used to measure the stated instructional objectives of the institution.

Expected student outcomes
What the school intentionally targets for all students to know, believe, understand, prefer, and be able to do in academic and non-academic areas after their tenure in the school. Outcomes are based in the philosophy of the school as well as its statements of mission and vision and then personalized to the lives of the students.

Executive leadership
A person or group of persons having administrative or supervisory authority in an organization.

Exhibit
Any document that can be scanned and uploaded would be an exhibit. Examples are the Parent/Student Handbook, or minutes from a senior staff meeting.

Governing Authority
This term refers to the School Board or parent structure that has the responsibility to build on the founding principles and oversee the administrative operation of the school.

Guiding Principles/Statements
A set of principles that will guide the practice of the school in fulfilling its mission. Most often embodied in the Vision, Mission and Philosophy of Education statements, as well as the Statement of Faith.

Indicator (See page 30 for additional details)
A sub part of the Standard where the focus narrows to one specific principle, process or outcome within the larger context of the school's operation.

Indicator Scoring Rubric:
One point for "Little or subjective evidence only exists".
Two points for "Emerging evidence indicates early or preliminary stages of implementation of practice".
Three points for "Operational evidence indicates practices and procedures are actively implemented".
Four points for "Highly functional evidence indicates practices and procedures are actively implemented, effective and consistently implemented".

Institution:
Wikipedia defines an **Educational Institution** as a place where people of different ages gain an education, including preschools, childcare, elementary schools, and universities. They provide a variety of learning environments and learning spaces. For the purpose of these workbooks, the term **Institution** refers to the local school or Learning Center that is completing this process.

Internal Review (Self-Evaluation)
An honest evaluation by the institution of its current level of quality. A major component of the accreditation process is to identify and prioritize areas for improvement.

Instructional Goals
The general objectives of large blocks of instruction such as yearlong or semester courses. Instructional goals should reflect the rationale, both biblical and educational, for the inclusion of the subject as part of the curriculum.

Instructional Methods
The instructional techniques that a teacher uses, (hands-on activities, peer tutoring, discussion, experimentation, learning centers, debates, role-play, drill and practice) and adapts to the learning styles of the students.

Leaders
This term refers to the Administrative Team. For small schools, the same individual may serve as the school's Administrator or Principal but may also fill a role as a part of the Governing Authority. It is important for this process that those roles be clearly distinguished.

Leadership
Webster's Dictionary defines leadership as "the power or ability to lead other people". The Leadership Capacity Group addresses all areas of leadership, which would include the foundation principles or purpose of the school, the effectiveness of the Governing Authority, Administration and the ability to develop a culture where leadership is nourished and put into practice. The results of Leadership should always manifest in improved student performance.

Learning Culture
The objective that a school seeks to accomplish in order to fulfill its vision.

Mission: (See page 50 for a detailed description)

Narrative
The narrative provides the opportunity to expand on the submitted exhibits, along with adding details about

past, current and planned actions that may not have been adequately documented or are better understood in context with additional details.

Pedagogical Knowledge:
General knowledge of instructional methods.

Performance Levels
Each Standard provides four performance levels (or scores) that describe varying degrees to which a school is able to verify its assessment of the individual indicator.
As a part of the Self-Study, the school will use the performance levels as an opportunity to ask your stakeholders challenging questions and respond with accurate answers geared toward improvement of your school. By choosing performance levels for each indicator (self-grading), you can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

Performance Level: Scoring Rubric:
One point for "Little or subjective evidence only exists".
Two points for "Emerging evidence indicates early or preliminary stages of implementation of practice".
Three points for "Operational evidence indicates practices and procedures are actively implemented".
Four points for "Highly functional evidence indicates practices and procedures are actively implemented, effective and consistently implemented".

Philosophy of Teaching and Learning
The philosophy that articulates the program's beliefs about how children learn and how they should be instructed, guided, and assessed. The statement determines the instructional methods and classroom practices deemed appropriate in light of the program's view of the nature and needs of children.

Profile (School)
Historical overview including: Foundation, original mission, current mission, significant historical developments, accreditation history, major awards/recognition.
Demographics: Data-supported demographic portrait of the school. The portrait should include descriptive summaries of children, students, faculty, administration, board, parents, and the wider geographic community, as well as survey data from each of the constituent groups, when applicable.
Achievement levels and accomplishments (including charts): Present the educational accomplishments of the students and how these relate to the mission of the school.

Purpose Statement: See Page 50

Scope and Sequence
Indicates the breadth of the content to be taught and the order in which it will be taught.

Self-Evaluation (Internal Review)
An honest evaluation by the institution of its current level of quality. A major component of the accreditation process is to identify and prioritize areas for improvement.

Self-study
The document produced by the institutions accreditation committee(s) as they answer the questions in the evaluative criteria. Subcommittees are composed of administrators, board members, and faculty, and at times

parents and students. This document is a collaborative effort of the school groups. It must represent the combined input, analysis, and consensus of all those involved.

Site-Visit or Team-Visit
A visit to the school by fellow educators to validate the self-study, assess the accuracy and completeness of the report and construct a report on their visit. The report is based on each section of the self-study.

Standards
The basis of an objective evaluation process that can help education institutions measure, assess and improve performance. Standards set expectations for organization performance that are reasonable, achievable, and based on data and best practices.

Stakeholders
The term 'stakeholders' is used in a broad sense to define those members of the community who have a 'stake' in the outcome of a school's program. For the purposes of this manual, 'stakeholders' is used to define the board of directors, administration, teachers, staff, parents, and students who are directly involved in the school and its various programs.

Supporting Evidence
The suggested supporting evidence section is designed as a starting point for school staff to think about the practices and/or processes being implemented and to identify evidence that will support its responses to the focus questions and rubrics.

Systematic
Done according to a system. Presented or formulated as a coherent body of ideas or principles. A methodical procedure or plan.

Systemic
Of or relating to an entire system.
Team Visit or Site-Visit
A visit to the school by fellow educators to validate the self-study, assess the accuracy and completeness of the report and construct a report on their visit. The report is based on each section of the self-study.

Observations
Much of the accreditation review process can only be finalized by on-site observations. This is why it is so important that the team leader have a thorough understanding of the methodology of the individual school so he or she can assemble the appropriate and culturally relevant team.

Philosophy of Education (See page 50 for a detailed description)

Professional Learning
A term that can describe a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness.

Professional Practice
Refers to the key elements that describe the knowledge that teachers possess and actions that they take to advance student learning. The areas or standards of Professional Practice include: Professional Knowledge,

Instructional Planning, Instructional Delivery, Assessment of and for Student Learning, The Learning Environments, Professionalism and Student Academic Progress.

Purpose Statement(s) (See page 26 for a detailed description)

Vision (See page 50 for additional details)
A description of what the (school, department, division, program) will look like in the future. Alternatively, it is a description of a preferred future.

Visiting Team
The team of educators from outside the school who visit it in order to validate the self-study, assess the accuracy and completeness of the report, and construct a report on their visit. The visiting team evaluates the school according to the FCCPSA accreditation standards and policies.

Appendix One: Graduation

Standard Four Year, Twenty-Four Credit

(Minimum Requirements)

4 English: Each with substantial writing, i.e., English I, II, III, IV, or English I, II, III, IV Honors or an AP English, or ENC1102, ENC1102 through dual enrollment

4 Mathematics: To include Algebra I and Geometry. (Required) Additional math options include Algebra II, higher-level math and or any courses assigned the MA course category on www.cpalms.org.

3 Natural Sciences: To include Biology, two must include laboratory. *All science credits earned at an FCCPSA accredited school must be taught from a Biblical worldview perspective.*

3 Social Studies: Required are: World History, U.S. History, .5 American Gov't, .5 Economics, (*Economics must include an integration of Financial Literacy.*) *All Social Studies credits earned at an FCCPSA accredited school must be taught from a Biblical worldview perspective.*

1 Personal Fitness: To include an integration of Health

1 Performing Fine Art or Practical Art: (Or combination of the two.)

2 Bible: One, if the student has only attended the school for one year.

Test Requirements: Using a nationally normed assessment, the student must score in the 40th percentile, or have a grade equivalent score of 10.1 or above in the three core academic areas. This includes Total Reading, Total English (Language) and Total Mathematics. If the ACT or SAT assessment is used, the student must meet or exceed each of the individual scores from each sub test.

SAT:	**ACT**
Critical Reading = 430	English = 15
Mathematics = 430	Reading = 17
	Mathematics = 19

GPA Requirements: 2.0 on a 4.0 Scale using all credits.
No grades below 70% (C) in a core academic area can be counted for credit unless the student has demonstrated mastery in a subsequent course. (A student who earned a "D" in English II first semester but a "C" in the second would not be required to repeat the first semester half credit. However, a student who earned a "D" in second semester of World History would have to repeat the semester as there is no "sequential" course after World History.)

College Prep/Scholars Four Year, Twenty-Four Credit

(Minimum Requirements)

4 English: Each with substantial writing, i.e., English I, II, III, IV, or English I, II, III, IV Honors or an AP English, or ENC1102, ENC1102 through dual enrollment.

4 Mathematics: Algebra I, Geometry, are required, Algebra II is the standard third course. The 4th math must be a "higher level" course. Typical choices for the 4th math include but are not limited to:

1200500 Advanced Algebra with Financial Applications
1202300 Calculus, MAC1105 College Algebra

3 Natural Sciences: To include Biology, and one credit in Chemistry or Physics, or one equally rigorous to Chemistry or Physics. *All science credits earned at an FCCPSA accredited school must be taught from a Biblical worldview perspective.*

3 Social Studies: Required are: World History, U.S. History, .5 American Gov't, .5 Economics, *(Economics must include an integration of Financial Literacy.) All Social Studies credits earned at an FCCPSA accredited school must be taught from a Biblical worldview perspective.*

2 Foreign Language: Must be sequential, i.e., Spanish I, Spanish II

2 Bible: One, if the student has only attended the school for one year.

1 Personal Fitness: (to include an integration of Health)

1 Performing Fine Art or Practical Art: (Or combination of the two.)

1 Higher Level Elective Recommended: It is recommended that the student complete at least one course through Dual Enrollment or an Advanced Placement, International Baccalaureate or Advanced International Certificate of Education level.

Test Requirements: Student must meet the requirements from at least one of the tests listed. Sub scores from different tests may not be combined. The student must meet or exceed each of the individual scores from each sub test.

SAT	ACT	PERT	ACCUPLACER
Critical Reading = 460 Writing & Language 25	English = 18	Writing 103	NG Writing 245
Critical Reading = 460 Reading 24	Reading = 19	Reading 106	NG Reading 245
Mathematics = 460 Math 27.5	Mathematics = 20	Mathematics 123	Quantitative Reasoning (QAS) 258 Advanced Algebra Functions (AAF) 200

GPA/Grades Requirements:
3.0 on a 4.0 Scale using the 16 core academic credits. (4-English, 4-Math, 3-Science, 3-Social Studies, 2-Foreign Language. Up to three additional "core" credits can be used for the GPA calculation.)

Student may not have any grades below "C"; (70%) in any of the 24 credits used for graduation.

Career/Vocational Four Year, Twenty-Four Credit

(Minimum Requirements)

4 English: English I-IV, or the lower level, courses like Business English, are acceptable for this diploma type.

3 Mathematics: Liberal Arts Math I and II, Pre-Algebra, are acceptable.

3 Natural Sciences: To include Biology, two must include a lab component. Intensive Science, Earth Space Science, Experimental Science I, are acceptable for this diploma type. *All science credits earned at an FCCPSA accredited school must be taught from a Biblical worldview perspective.*

3 Social Studies: Required are: World History, U.S. History, .5 American Gov't, .5 Economics, which must include an integration of Financial Literacy. *All Social Studies credits earned at an FCCPSA accredited school must be taught from a Biblical worldview perspective.*

2 Bible: One, if the student has only attended the school for one year.

3 Career or Vocational: The purpose of this diploma type is to prepare the student for a career. Whenever possible, the vocational course should be in a career field that provides advancement in his/her chosen career or vocation.

Test Requirements: Using a nationally normed assessment, i.e., Stanford 10, BASI, CAT-5, IOWA, etc., the student must have a Grade Equivalent score of 8.9 or above in the three core academic areas. This includes Total Reading, Total English (Language) and Total Mathematics.

Using the TABE Assessment: Given at most GED prep programs and Vocational Schools for placement.

	Scale Score	G.E.
Language	560	9.0
Math	557	9.0
Reading	567	9.0

GPA Requirements: 2.0 on a 4.0 Scale using all credits.
No grades below 70% (C) in a core academic area can be counted for credit unless the student has demonstrated mastery in a subsequent course. (A student who earned a "D" in English II first semester but a "C" in the second would not be required to repeat the first semester half credit. However, a student who earned a "D" in second semester of World History would have to repeat the semester as there is no "sequential" course after World History.)

ACCEL 18-CREDIT

(ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING)

(MINIMUM STANDARDS)

ACCEL options may include, but are not limited to: Enriched science, technology, engineering and mathematics coursework (STEM), enrichment programs, flexible grouping, advanced academic courses, combined classes, self-paced instruction, curriculum compacting, and advanced-content instruction.

4 English: Each with substantial writing, i.e., English I, II, III, IV, or English I, II, III, IV Honors or an AP English, or ENC1102, ENC1102 through dual enrollment.

4 Mathematics: To include Algebra I and Geometry. (Required) Additional math options include Algebra II, or any higher-level math.

3 Natural Sciences: To include Biology, two must include laboratory. *All science credits earned at an FCCPSA accredited school must be taught from a Biblical worldview perspective.*

3 Social Studies: Required are: World History, U.S. History, .5 American Gov't, .5 Economics, (*Economics must include an integration of Financial Literacy.*) *All Social Studies credits earned at an FCCPSA accredited school must be taught from a Biblical worldview perspective.*

1 Performing Fine Art or Practical Art: (Or combination of the two.)

2 Bible: One, if the student has only attended the school for one year.

1 Elective:

Test Requirements: Using a nationally normed assessment, the student must score in the 40th percentile, or have a grade equivalent score of 10.1 or above in the three core academic areas. This includes Total Reading, Total English (Language) and Total Mathematics. If the ACT or SAT assessment is used, the student must meet or exceed each of the individual scores from each sub test.

SAT:	**ACT or PLAN**
Critical Reading = 430	English = 15
Mathematics = 430	Reading = 17
	Mathematics = 19

GPA Requirements: 2.0 on a 4.0 Scale using all credits.
No grades below 70% (C) in a core academic area can be counted for credit unless the student has demonstrated mastery in a subsequent course. (A student who earned a "D" in English II first semester but a "C" in the second would not be required to repeat the first semester half credit. However, a student who earned a "D" in second semester of World History would have to repeat the semester as there is no "sequential" course after World History.)

Credit Acceleration Program (CAP)

Background:

Based on Florida Statute 1003.436(1)(a) Definition of "credit."

"For the purposes of requirements for high school graduation, one full credit means a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards, except as otherwise provided through the Credit Acceleration Program. (CAP)"

The FCCPSA accreditation standards for K-12 schools provide that a private school may set a higher standard than is defined in statute for Florida public schools or defer to the "state standard" when developing the guidelines or procedures required to earn high school credit. However, it must be noted that they cannot adopt standards that are lower than the "state standard".

The options listed below are required for Florida public school districts and may be adopted by FCCPSA accredited private school.

Option One:

Florida public school details: A student may earn high school credit in Algebra I, Algebra II, Geometry, U.S. History or Biology I if the student passes the statewide, standardized end-of-course (EOC) assessment without the requirement of enrolling in or completing the course.

FCCPSA approved option: A student may earn high school credit in Algebra I, Algebra II, Geometry, U.S. History or Biology I if the student passes a comprehensive end-of-course assessment without the requirement of enrolling in or completing the course.

Option Two:

Florida public school details: Effective July 1, 2016, a student is allowed to earn high school credit in courses required for high school graduation through the passage of an Advanced Placement (AP) examination or a College Level Examination Program (CLEP). If a student attains a passing score on an AP examination or CLEP, then the school district is required to award course credit to the student who is not enrolled or who has not completed the course.

FCCPSA approved Option: A student is allowed to earn high school credit in courses required for high school graduation through the passage of an Advanced Placement (AP) examination or a College Level Examination Program (CLEP). If a student attains a passing score on an AP examination or CLEP, then the school MAY award course credit to the student who is not enrolled or who has not completed the course.

STUDENTS WITH DISABILITIES/GRADUATION

Background: Waiver of the Standardized Testing Graduation Requirements:
Students with disabilities who are working toward a standard high school diploma are expected to participate in and meet the prescribed testing regimen for the diploma type issued.

Florida Statues provides for a waiver of the public-school ELA testing as a requirement for graduation with a standard high school diploma for students with disabilities whose abilities cannot be accurately measured by the statewide assessment after at least two attempts. Although private school students do not use the ELA, mirror policies can be adopted by the private school substituting the institutions Nationally Normed Reference Testing regimen. Students with disabilities enrolled in courses for which a statewide EOC assessment is required are expected to participate in the Florida EOC Assessments.
Waivers are available for an EOC requirement for students who have IEPs.

In order to be considered for the waiver from the Florida Assessment graduation requirement, the student must:

1. Be identified as a student with a disability, as defined in section f.s. 1007.02(2),
2. Have an individual educational plan (IEP)
3. Have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to- grade progression and high school graduation (s. 1003.428(8)(a), F.S., s. 1003.43(11)(a), F.S., and s. 1008.25(3)(c)8., F.S.)
4. Have taken the Grade 10 Florida Assessment with appropriate allowable accommodations at least twice, once in grade 10 and once in grade 11
5. Be progressing toward meeting the state's credit/course and cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma as described in sections 1003.428(1) or 1003.43(1), F.S.

FCCPSA Approved Assessment Policy for Students with Disabilities:

Provided the school has a full phonics based remedial reading program that has been implemented with the student for a full school term then:

A student with a disability for whom the Service Plan (SP) team determines that the standardized assessments cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have assessment results deferred for the purpose of receiving a standard high school diploma. Such disclaimer shall be designated on the student's transcript. The statement of deferment shall be limited to a statement that performance on a standardized assessment was deferred for the purpose of receiving a standard high school diploma.

All other graduation requirements remain in effect.

Disability is defined in the Definition of Terms section of this manual.

Sample: Articulation Agreement

Between

Name of FCCPSA Accredited School
A Private School accredited by the:
Florida Coalition of Christian Private Schools Accreditation (FCCPSA)

AND

Name of Organization/Teacher Providing Course Content

Effective Dates: August 1, 2020 – July 31, 2021

Packet Contents

I. Purpose

II. Parameters

III. Participation Criteria
Course Eligibility
Student Eligibility

IV. Articulation Application

I. Purpose

The purpose of this agreement is to establish the necessary requirements for Name of FCCPSA Accredited School an accredited school to accept high school credits from individuals, educational organizations and institutions that may or may not be FCCPSA members or accredited by the FCCPSA.

This agreement seeks to establish specific criteria by which an organization can assure the FCCPSA accredited school that course content and quality along with the grades and hours invested will be eligible to be recorded on an FCCPSA accredited transcript.

II. Parameters

This agreement is made by and between the Name of FCCPSA Accredited School an accredited school and *Name of Organization/Teacher Providing Course Content* and individual, organization, and/or institution providing instruction in high school level coursework resulting in semester grades and credits.

The individual, organization or institution providing the instruction will be referred to as the Educational Partner

Name of FCCPSA Accredited School remains the school of record for the student taking the course(s) with the Educational Partner.

Both Name of FCCPSA Accredited School and the Educational Partner will abide by all federal, state, and local laws.

Both Name of FCCPSA Accredited School and the Educational Partner will maintain moral and ethical standards.

This agreement will be in force from the dates listed on the front of the packet and shall be reviewed on an annual basis.

It is understood that this agreement is for the overall benefit of the student as they move toward the completion of a high school diploma and the maintaining of the standards of the FCCPSA and school of record Name of FCCPSA Accredited School

III. Participation Criteria

Course Eligibility: FCCPSA accredited schools may accept credits from courses that meet the following criteria. Compliance will be documented on the Articulation Application.

- Teachers facilitating the course must be qualified to teach the course. State certification is NOT required, but years of experience or professional training and/or professional development must be provided.
- Courses must be accepted by the FCCPSA accredited school with appropriate course code numbers where applicable and be approved of prior to student enrollment.
- Scope and Sequence of the course must meet at least 80% of the current Florida Course Framework/Standards where a course code number is applicable. If the teacher is using unfamiliar curriculum, the Scope and Sequence must be provided.
- For elective courses that do not have a corresponding course code number, but would be accepted by the FCCPSA accredited school, a detailed description, overview and/or purpose of the course will be required.
- Books and materials must meet the FCCPSA accredited school's approval. If a teacher designs the course with their own materials, a complete list and the Scope and Sequence of the course are required.
- Course work must cover both required content AND hours to earn corresponding credits.
- Educational Partner must provide a legitimate documentation of grades such as a grade card or course transcript. (%) Grades will be put into the FCCPSA school's grading scale according to FL Statutes.
- Course content must not violate the principles of the FCCPSA accredited school.
- Students must be given assignments regularly and assessed appropriately.
- Students must be supervised in a safe and positive environment.

Student Eligibility

- Students must meet all criteria set forth by the FCCPSA accredited school to participate in a course offered by an Educational Partner per this agreement. This could include, but would not be limited to the following:

  Students must:

  - ☐ meet all academic pre-requisite courses.
  - ☐ take courses that fulfill the requirements of their diploma track.
  - ☐ take courses that do not repeat courses for which they have already earned credit (except for grade forgiveness)
  - ☐ pay all appropriate fees set forth by the FCCPSA accredited school
  - ☐ Receive grades of C or higher for a College Prep Diploma
- Students must meet all criteria set forth by the Educational Partner to participate in a course offered by their teacher, organization, or institution which may include but would not be limited to the following:

Students must:

- ☐ pay all appropriate fees set forth by the Educational Partner
- ☐ meet all attendance and participation requirements
- ☐ abide by appropriate dress code (uniform if required) and code of conduct
- ☐ provide all required materials including textbooks as required Edits Page 211