

Evaluative Criteria for Southern Union Conference Schools

Pre-Kindergarten – 10th Grade*



Visiting Committee Handbook

in agreement with the
National Council for Private School Accreditation

* In order for pre-kindergartens to be included in a K-8, K-10, or K-12 school evaluation and accreditation, they must be operating per Southern Union Board of Education Code definition of and policies for school-based pre-kindergarten programs, and employment policies for school teachers.

PREFACE

The Evaluative Criteria for Seventh-day Adventist Schools is the basis for the evaluation and accreditation of all K-12 schools in the North American Division and pre-kindergarten programs in the Southern Union Conference.

The evaluative criteria are published in the following versions:

- a. Evaluative Criteria for Seventh-day Adventist Schools, Small Schools
- b. Evaluative Criteria for Seventh-day Adventist Schools, Grades K-8
- c. Evaluative Criteria for Seventh-day Adventist Schools, Grades K-10
- d. Evaluative Criteria for Seventh-day Adventist Schools, Grades K-12
- e. Evaluative Criteria for Seventh-day Adventist Schools, Grades 9-12
- f. Evaluative Criteria for Southern Union Conference Seventh-day Adventist Schools
Grades PreK-8, PreK-10, and PreK-12
- g. Evaluative Criteria for Southern Union Conference Early Childhood Programs

The Evaluative Criteria for Seventh-day Adventist Schools has two components:

1. Self-Study Instrument

This instrument is the basis for the self-study. The instrument contains instructions and details the responsibilities for those persons and committees involved in the evaluation process and for completing the self-study. The completed self-study instrument becomes the Self-study Report.

2. Visiting Committee Handbook

The Visiting Committee Handbook contains information on the role and function, membership, and responsibilities of a visiting committee, the Visiting Committee Report, and the term of accreditation.

TABLE OF CONTENTS

Chapter One—OVERVIEW

1. Introduction	4
2. Rationale	5
3. Criteria for Accreditation	6
4. Accreditation Process	8

Chapter Two—VISITING COMMITTEE

1. Introduction	11
2. Membership of the Visiting Committee	11

Chapter Three—VISITING COMMITTEE CHAIR

1. Responsibilities of Visiting Committee Chair	12
2. Checklist for Visiting Committee Chair	15
3. Visiting Committee Report	18
a. Sample Cover Page	19
b. Sample Title Page	20
c. Description and History of the School	21
d. Justification Statement (Secondary)	22
e. Writing Tips	23
f. Sample Format for Commendations and Recommendations	24
g. Sample Action Plans	25

Chapter Four—TERMS OF ACCREDITATION

1. Introduction	26
2. Terms of Accreditation (elementary, secondary)	26
3. Recommendation for Term of Accreditation (elementary, secondary)	28
4. Student Survey	29
5. Parent Survey	29
6. Parent Survey Tabulation	30
7. Teacher/Staff Survey Tabulation	32
8. Constituent/Stakeholder Survey Tabulation	35

Chapter Five—OTHER CHECKLISTS

1. Checklist for NADOE (Secondary)	38
2. Checklist for Union Conference Office of Education (elementary, secondary).	39
3. Checklist for Local Conference Office of Education (Elementary)	40
4. Checklist for Local Conference Office of Education (Secondary)	42
5. Checklist for Visiting Committee Members	43
6. Checklist for Principal/Head Teacher	44
7. Checklist for Local Operating Board.	46
8. Checklist and Time Line for Coordinating Committee (Elementary)	47
9. Checklist and Time Line for Coordinating Committee (Secondary)	48
10. Checklist for Study Committee Members	49

Chapter One -- OVERVIEW

Introduction

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc. (AAA) is the denominational accrediting authority for all educational institutions and programs operated in the name of the Seventh-day Adventist Church. It fosters close cooperation among the educational institutions of the Adventist system and effective working relationships with other educational organizations or institutions, accrediting agencies, and government departments of education.

The AAA provides a process by which the educational community holds an institution accountable for its own objectives. It assures the church and constituency that an accredited Adventist educational institution offers programs of quality to the youth of the church and provides professional personnel who meet both church and national standards. This process ensures a basis for reciprocity among Adventist schools.

The North American Division Commission on Accreditation serves as the agent of the AAA for accreditation of all schools in the North American Division.

The duties and functions of the North American Division Commission on Accreditation are to:

1. Establish guidelines for quality education.
2. Adopt criteria, guidelines, and procedures for evaluation visits.
3. Determine the data to be collected for the periodic review of schools.
4. Periodically review the status of each school in the North American Division.
5. Review the Visiting Committee Report, determine the term of accreditation for each school, and forward recommendations to the AAA for final action.
6. Review appeals from schools regarding the recommendations of the Visiting Committee.
7. Transact business and perform routine activities between regular sessions of the Commission through the North American Division Office of Education.
8. Consider all matters referred to the Commission by the North American Division Office of Education, General Conference Department of Education, and/or the AAA.
9. Initiate, process, and revise reports, recommendations, and resolutions for action by the AAA.

The Southern Union Conference in agreements with the National Council for Private School Accreditation (NCPSA) has expanded its accreditation responsibilities by offering accreditation to Seventh-day Adventist school-operated pre-kindergarten programs.

Rationale

The rationale underlying the accreditation process is the belief that it encourages clarification of the mission and goals of Seventh-day Adventist education, contributes substantially to the improvement of the total program, clarifies the significance of the school as the church in action, and provides opportunity for involvement of the church community.

The accreditation process has three stages: (1) the self-study, (2) the visit by a visiting team, and (3) the follow-up activities. The philosophy, goals for learning and development, and the criteria for accreditation from the North American Division Commission on Accreditation serve as the underlying bases for these stages.

Fundamental to accreditation is the quality of the educational program experienced by students. Thus, the accreditation process is designed to accomplish the following:

- 1.** Assist each administration in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for learning and development are accomplished, and the extent to which these purposes and functions address the general guidelines in the criteria for accreditation.
- 2.** Provide a process for involving the administration, faculty, staff, local governing board, constituency, parents, and students in an effective and meaningful evaluation of the program.
- 3.** Provide an independent review of the self-study evaluation.
- 4.** Provide the basis for action plans to address areas needing improvement.
- 5.** Provide the basis for determining a term of accreditation.
- 6.** Assist in coordinating the accreditation process with regional accrediting associations.

Criteria for Accreditation

A school is to be evaluated based on the degree to which it fulfills the purpose and functions outlined in its statement of philosophy and goals. In addition, to qualify for accreditation it must provide evidence of adequately addressing the standards and indicators of implementation for Seventh-day Adventist schools. Standards have been established for the major areas listed below which are found in an Adventist educational program. The following standards have been established to describe an effective program that leads to continuous improvement and results in improved learning and development.

- 1. Philosophical Foundation**—The statement of philosophy of Seventh-day Adventist education should be adopted by the local governing board. Curriculum goals and objectives consistent with the philosophy should be developed and reviewed systematically by the constituency, administration, faculty, staff, parents, students, and governing body; these should be regularly communicated to the constituency. The school shall have ongoing evaluations of progress toward these goals and objectives, and it must also possess a mission statement that embodies its philosophy.
- 2. Community and Constituency**—A well-defined plan and procedures should be maintained to simplify two-way communication and cooperative interaction with the local church constituency and community. This communication should be enhanced by an active recruitment-and-marketing program.
- 3. Administration**—A clearly defined organizational structure should simplify program improvement; support academic, spiritual, and social development; effectively guide the work of the administration and staff; and provide for accountability in achieving the purpose and mission. The description of the structure should also define the roles and functions of the local governing board, administration, faculty, staff, parents, and constituency. It will also provide and encourage effective working relationships and communication among all concerned.
- 4. Staff Development**—Well-qualified faculty and staff who work cooperatively as individuals and as a team to create an environment in which effective teaching/learning/development occurs should be in place. They should support biblical values as understood and taught by the Adventist Church and hold proper credentials. The administration, in collaboration with the faculty and staff, should plan and implement an ongoing program of professional growth that focuses on learning and development.

Criteria for Accreditation *(continued)*

- 5. Curriculum and Instruction**—An instructional program should be implemented that is consistent with the curriculum guides of the North American Division Office of Education, the Southern Union Board of Education guidelines, national standards and sound educational practices.

The curriculum should provide all students with suitable courses of instruction and experiences for learning and development consistent with the philosophy, goals, and learning expectations, as well as for meeting individual needs, abilities, and interests. The delivery of curriculum will reflect the best professional practices by teachers and be the object of ongoing evaluation involving the constituency, local governing board, teachers, parents, students. The teaching load and responsibilities will be in harmony with denominational policy.

- 6. Media Center**—A resource center should be provided with adequate and appropriate materials to facilitate learning.
- 7. Student Activities**—Appropriate co-curricular activities and programs should supplement the formal instruction of the school. These programs should be responsive to student needs and interests, employing the special skills of students, faculty, staff, and community resources. The activities and programs should provide opportunities for developing student leadership skills and for students to participate in a variety of Christian service activities.
- 8. Student Services**—A program should be developed using organizations and services that support the social, spiritual, physical, and academic needs of students.
- 9. Program Facilities**—A safe and adequate plant with sufficient equipment to implement the program should be provided.
- 10. Information Technology**—Appropriate information technology should be available and used by faculty, staff, and students to enhance the learning process and the active involvement of students.

Accreditation Process

The success of the evaluation process depends upon the cooperative efforts of the following: local governing board, principal, teachers, parents, students, members of constituent churches, and personnel from the union and local conference offices of education. The primary responsibilities of those involved in the accreditation process are indicated below.

1. North American Division Commission on Accreditation, K-12

The North American Division Commission on Accreditation, K-12, is responsible for establishing guidelines, criteria, and procedures for the evaluation of schools. It officially represents the AAA in the North American Division.

2. North American Division Office of Education

This office is responsible for supervising the accreditation process in the K-12 schools in the North American Division. The vice president for education serves as chair of the Commission on Accreditation.

3. Union Conference Office of Education

The responsibility of this office is to provide an adequate supply of appropriate evaluation instruments and in-service the local conference office of education and school personnel on the evaluation process. The union conference office of education is responsible for overall supervision of the evaluation process for senior academies and pre-kindergarten programs in the union conference.

4. Local Conference Office of Education

This office is responsible for assisting the schools throughout the evaluation process.

5. Principal

As the agent of the local governing board, the principal is responsible for organizing and supervising the self-study process.

6. Local Governing Board

The local board is responsible for providing support to the principal and committees in the preparation of the Self-study Report. This board is to review and approve action plans before they are included in the report.

Accreditation Process *(continued)*

7. Coordinating Committee

The Coordinating Committee is composed of the principal and representatives from the study committees and local governing board. It is responsible for:

- a. Appointing 3-5 members to serve on each study committee.

Where a pre-kindergarten is being evaluated, at least two members of the study committee must be professionally qualified. For this evaluative purpose, professionally qualified is defined as an individual who has an early childhood education degree, a child development degree (or equivalency), or an elementary education degree with kindergarten endorsement and experience. This may include but not be limited to work experience as an early childhood classroom teacher or a director in an early childhood program, in a specific field of growth and development of young children, and/or in administration of a child care facility.

- b. Coordinating and monitoring the self-study process to ensure completion of the Self-study Report according to an approved time line.
- c. Identifying and building consensus on significant areas needing improvement.
- d. Overseeing the development of improvement action plans.
- e. Establishing an ongoing follow-up process to monitor the implementation and accomplishment of each action plan.

8. Study Committee

Study committees are responsible for assessing the school in the following ten standards which are the core of the evaluation process:

1. Philosophical Foundation
2. Community and Constituency
3. Administration
4. Staff Development
5. Curriculum and Instruction
6. Media Center
7. Student Activities
8. Student Services
9. Program Facilities
10. Information Technology

Accreditation Process *(continued)*

9. Visiting Committee

The Visiting Committee is responsible for:

- a. Reading, analyzing, and validating the Self-study Report by observing the school in operation; visiting classes; and interviewing administrators, teachers, students, parents, and others.
- b. Preparing a report that commends the school for its areas of strength, validates action plans, and recommends specific actions to support improvement.
- c. Recommending a term of accreditation based on the Self-study Report and on-site findings.

Chapter Two—VISITING COMMITTEE

Introduction

The Visiting Committee is responsible for analyzing the Self-study Report, including action plans, to determine the extent to which the school is accomplishing its purpose and mission and meeting the criteria for accreditation. The committee should provide insights into the factors affecting the quality of the school and should not expect to find a model school or to compare one school with another.

The committee is responsible for developing a written report that will evaluate the school-wide improvement action plans, commend the school for its strengths, and recommend areas to receive attention prior to the next visit.

Action plans may be:

1. Approved as written
2. Recommended for revision
3. Recommended for development
4. Rejected

Commendations are based on:

1. Specific and observable strengths of the school.
2. Innovative programs that meet distinctive needs.
3. Significant improvements in the school or facilities.
4. Aspects of the program that are deemed outstanding by the committee.
5. Aspects of the program that are MORE than you would ordinarily expect to find.

Recommendations are to be based on:

1. Standards that are not adequately addressed.
2. Action plans that are inadequate or lacking.
3. Concerns that the Visiting Committee discovered during the visit.

Membership of the Visiting Committee

The Visiting Committee is composed of three to seven (PK-12 schools up to 10 members). It is to be a representative group, with members chosen from the union, local conference, and school personnel. The committee should not include persons who have a vested interest in the school.

Chapter Three – VISITING COMMITTEE CHAIR

Responsibilities of Visiting Committee Chair

The Visiting Committee chair is the person responsible for coordinating and supervising the evaluation process. The responsibilities of the chair are to:

1. Arrange a time schedule for the visit after consultation with the principal.
2. Establish the date, with the principal, at least one month prior to the scheduled Visit, for sending the completed Self-study Report to each visiting committee member.
3. Finalize arrangements with the principal, prior to the visit, for lodging and meals, transportation during the visit, meeting room, and secretarial help, if needed, for the visiting committee. The expense of these arrangements is the responsibility of the host school. Travel expenses of the committee members are normally the responsibility of the employing organization (check with the conference/union office of education). Copies of correspondence should be sent to the conference/union offices of education.
4. Communicate to each Visiting Committee member the following:
 - a. Individual responsibility for reading the entire Self-study Report and action plans prior to arrival at the school.
 - b. Specific assignments during the visitation.
 - c. Need for prompt attendance at all appointments during the on-site visit.
 - d. Arrangements for lodging and meals during the visit.
 - e. The procedure for reporting travel expenses to and from the school to be visited. (The employing organization is responsible for these expenses.)
 - f. The ethics for handling in a confidential manner material received from the school for review prior to the on-site visit.
 - g. The evaluation process is for the school, not the individual teachers.
 - h. All action plans are to be approved by the school Coordinating Committee and then approved by the local operating board. The Visiting Committee may do one of the following:
 - (1) Accept the action plan as written with no written commentary.
 - (2) If the action plan concerns some part of the program that needs to be addressed immediately, the committee may write a recommendation to this effect.
 - (3) If the action plan is incomplete or unsatisfactory, it may be returned for revision.
 - (4) If the committee believes an action plan is warranted, a recommendation may be written requesting an action plan to address that issue.

Responsibilities of Visiting Committee Chair *(continued)*

- i. Guidelines for writing commendations and recommendations are located on page 23.
 - j. A format for the preparation of commendations and recommendations are located on page 24.
5. Conduct an on-site orientation of the Visiting Committee, which will include, but not be limited to, the following:
 - a. The use of the Self-study Report.
 - b. The ethics of maintaining the confidentiality of information from the Self-study Report, interviews, observations, the supplementary materials, conferences, and committee discussions.
 - c. The use of the supplementary material prepared for the committee.
 - d. The procedures in developing the Visiting Committee Report.
 - e. The nature of the Visiting Committee Report, which is a report of the committee as a whole and not a compilation of individual reports from individual specialists.
 - f. Preparation of the Justification Statement (academy only) to support the recommended term of accreditation.
 - g. The confidential nature of the recommended term of accreditation.
6. Develop a master list of classroom visits and conferences to ensure that each teacher is observed in a teaching situation and every staff member is interviewed either individually or in a departmental meeting.
7. Ensure that the supplementary material listed in the Self-study Report is available in the room assigned to the Visiting Committee.
8. Lead the committee in reaching a consensus on the term of accreditation recommended to the North American Division Commission on Accreditation (see page 26-27).
9. Complete the forms Recommendation for Term of Accreditation on page 28 -25 and Justification Statement (secondary only) on page 22 provided by the NADOE. These forms contain the confidential recommended term of accreditation. The information should not be discussed with anyone other than the committee members. The school will be notified of the term of accreditation granted following action by the North American Division Commission on Accreditation and the AAA.
10. Conduct a meeting with the Coordinating Committee and other administrators selected by the principal to hear the preliminary Visiting Committee Report and provide opportunity for questions and explanations before the Visiting Committee Report is finalized.

Responsibilities of Visiting Committee Chair *(continued)*

11. Present orally the draft Visiting Committee Report to the administration, faculty, staff, available board members, and other interested individuals. Provide opportunity for questions to clarify a commendation or recommendation.
12. Edit the final draft of the Visiting Committee Report for consistency and provide a copy to each committee member for final review. Following a review of the edited report by the visiting committee members, the chair is to make any necessary changes.
13. Send the original copy of the final Visiting Committee Report, including the Recommendation of Term of Accreditation and the Justification Statement (secondary only) to the first organization in the following table. Send one copy to each of the other organizations. Exclude the Recommendation of Term of Accreditation and the Justification Statement from the school's materials.

Small Schools, PK-8	PK-10	PK-12, 9-12
1. Conference 2. Union 3. School	1. Union 2. Conference 3. School	1. NADOE 2. Union 3. Conference 4. School

14. Correspond with each committee member expressing appreciation for their participation in the on-site visit.
15. In consultation with the local conference/union, make sure that surveys are reviewed by the appropriate group. In schools where the surveys have been returned in sealed envelopes to be opened and reviewed by the Visiting Committee, it is the chair's responsibility to assign a group the task of tabulating the surveys. A summary report of the survey responses should be included in the Visiting Committee Report.

Checklist for Visiting Committee Chair

A. Before the Visit

The responsibilities of the chair are to:

- _____ 1. Arrange a date and schedule for the visit in consultation with the principal, local conference, and union conference.
- _____ 2. Review the Visiting Committee Handbook.
- _____ 3. Become familiar with process and instructions for completing the Self-study Report.
- _____ 4. In PreK-12 and 9-12 schools, review the communication received from the union conference office of education in which the school is located to:
 - a. Verify the date for the on-site visit.
 - b. Develop the assignments for the committee members based on the information from the forms NADOE/Eval 100.03, NADOE/Eval 110.03, or NADOE/Eval 111.03, available at www.nadeducation.adventist.org/forms .
 - c. Verify eligibility for accreditation, from the Pre-kindergarten Application and Checklist form received by the conference office of education.
- _____ 5. In small schools, PreK-8 schools, and PreK-10 schools, make sure that the date for the on-site visit has been set and the assignments for the committee members have been identified.
- _____ 6. Send copies of all correspondence to the principal, Visiting Committee, and the local conference office of education. For 9-12 and PreK-12 schools, include the union office of education.
- _____ 7. Prepare and send initial correspondence to the principal and include:
 - a. Verification of date for the on-site visit.
 - b. A copy of the proposed schedule and a request for input on the schedule.
 - c. A request for a classroom schedule.
- _____ 8. Prepare and send additional correspondence to the principal to finalize on the following:
 - a. The schedule during the on-site visit.
 - b. The details of housing, transportation, meals, and workroom arrangements for the committee during the on-site visit.
 - c. The date when the Self-study Report will be sent to the committee members, at least one month prior to the visit.
 - d. The school has invited the local operating board members, faculty, and staff to attend the exit report.
- _____ 9. Prepare and send initial communication to the Visiting Committee members including:
 - a. Introduction and specific information regarding the assignment.
 - b. The Visiting Committee Handbook unless supplied by the union office.
 - c. Date when the school's Self-study Report will be mailed to members.
 - d. Arrangements for reimbursement of expenses related to the visit.

Checklist for Visiting Committee Chair *(continued)*

B. During the Visit

The responsibilities of the chair are to:

- _____ 1. Conduct an on-site orientation of the Visiting Committee that will include:
 - a. Use of the Self-study Report and included action plans.
 - b. Ethical and confidentiality issues.
 - c. Use of supplementary materials.
 - d. Procedures for developing the Visiting Committee Report including the importance of consensus building in the report.
- _____ 2. Finalize assignments to ensure that all areas of the school are included.
- _____ 3. Inform members of the importance of reviewing the supplementary materials provided by the school.
- _____ 4. Adjust the daily schedule in consultation with the principal and the committee members, as necessary.
- _____ 5. Coordinate and schedule all group meetings and the work of the committee members, including a master list of classroom visits and interviews.
- _____ 6. Lead the committee in reaching consensus on the commendations and recommendations for the final report.
- _____ 7. Lead the committee in reaching consensus on the designation of major commendations and major recommendations.
- _____ 8. Lead the committee in reaching consensus on the recommendation for the term of accreditation (complete the form including signatures).
- _____ 9. Organize the presentation of an oral report to the Coordinating Committee to provide opportunities for questions and explanations.
- _____ 10. Organize the presentation of an oral report to the local operating board, faculty, staff, and other interested persons.
- _____ 11. Arrange for the reporting and reimbursements of Visiting Committee expenses.

Checklist for Visiting Committee Chair *(continued)*

C. After the Visit

The responsibilities of the chair are to:

- _____ 1. Collect all supplementary materials provided to the Visiting Committee and return them to the school administrator.
- _____ 2. Send the forms Recommendation for Term of Accreditation and the Justification Statement to the NADOE (secondary only).
- _____ 3. Copy edit the report. No substantive change should be made without approval from the Visiting Committee.
- _____ 4. Duplicate and distribute copies of the Visiting Committee Report to the appropriate organizations. The recommended term of accreditation should be omitted in copies sent to the school.
- _____ 5. Comply with any additional requirements as noted by a regional accrediting body/agency.

Visiting Committee Report

The Visiting Committee Report is a written record of the findings of the on-site visit. The report is to contain the commendations and recommendations derived by the committee as a whole. It should be prepared using the following format and guidelines for the content of each section:

1. Cover page (see page 19 for sample).
2. Title page (see page 20 for sample).

The title page should include:

- a. The heading “Visiting Committee Report.”
 - b. Name of school and conference.
 - c. Dates for the on-site visit.
 - d. Names and positions of committee members.
 - e. The accrediting body to whom the report is submitted.
3. Description and brief history of the school (see page 21 for sample). This section should provide a brief history and description of the school such as location, age, type of school, the constituency, the grades of students served, the enrollment, and any features that are unique.
 4. Justification Statement (Secondary—see page 22 for sample).
 5. Recommendation for the term of accreditation.
 6. All board-approved action plans are to be included in the Visiting Committee Report. Action plans may be:
 - a. approved as written.
 - b. recommended for revision.
 - c. recommended for development.
 7. Major commendations:

The Visiting Committee is to review all commendations and develop a list of those that relate to major improvements in the school facilities or school program or facilities. These would become major commendations.
 8. Major recommendations:

The Visiting Committee is to review all action plans and committee recommendations and develop a list of those that need immediate or significant action. The committee may also ask for the school to develop additional action plans. Action plans, recommendations, and requested action plans may be considered for inclusion as major recommendations. These would become major recommendations.
 9. Other commendations and recommendations (see page 24 for sample format).

All other commendations and recommendations made as a result of review of the self-study and the on-site visit should be included in the final document.

(Sample Cover Page)

REPORT OF THE VISITING COMMITTEE

OF

(Name and Address of School)

OF THE

(Name of Conference)

**EVALUATIVE CRITERIA
FOR
SEVENTH-DAY ADVENTIST SCHOOLS
(GRADES of STUDENTS)**

Prepared for

North American Division of Seventh-day Adventists
Commission on Accreditation
of the
Accrediting Association of Seventh-day Adventist
Schools, Colleges, and Universities, Inc.
and
Southern Union Conference
in partnership with
National Council for Private School Accreditation

(Date of Visit)

(Sample Title Page)

VISITING COMMITTEE REPORT

For

(Name of School)

(Conference)

(Date of Visit)

Visiting Committee:

Chair	Position

K-12 Submitted to
North American Division Commission on Accreditation
of the
Accrediting Association of Seventh-day Adventist
Schools, Colleges, and Universities, Inc.
Silver Spring, Maryland

Pre-K Submitted to
Southern Union Conference
in partnership with
National Council for Private School Accreditation

Description and History of the School

This section should provide a brief history and description of the school, such as location, age, type of school, constituency, grades served, enrollment, and any features that are unique.

Justification Statement (Secondary)

The justification statement is to be a narrative summary statement of the rationale for the term of accreditation recommended by the Visiting Committee.

Writing Tips

A key task for members of the Visiting Committee is to reflect findings and observations in the Visiting Committee Report. Writing commendations and recommendations is a structured writing process that should result in concise statements about the school. Statements that affirm well-developed school-wide improvement plans and commendable school practices are commendations.

Recommendations are statements that provide guidance and encouragement to schools for implementing effective changes that will result in school improvement.

Three elements are to be included in all written commendations and recommendations:

- 1. Who:** Always address commendations or recommendations to people by group. Please identify the people group responsible for the school practice and list in hierarchical order. Use group names or titles, avoiding individual names. Example: *The constituency, board, administration, and staff for . . .*
- 2. What:** In a short phrase, identify the educational activity, practice, or program that is commendable or being recommended for improvement. Address only one item in each commendation or recommendation. Specificity is important for future reading and response. Avoid vague phrases such as “It seems as though” or “The committee feels.” The Visiting Committee chairperson may have suggested action words that will facilitate the writing experience.

Unless it would be unclear to future readers, resist the addition of clarifying comments, such as a rationale statement, commendation/recommendation, or a description of the results of a recommended school activity or practice. Do not be prescriptive in recommendations. State what needs to be improved, but do not indicate methods for accomplishing the tasks.

The introduction to this chapter gives examples of items that might be included in possible commendations and recommendations.

- 3. Evidence:** Each commendation and recommendation needs to be documented. In parentheses at the end of the statement provide a reference that will identify the source of knowledge regarding the school activity or practice commended or recommended for improvement. This should be a page number from the Self-study Report, the title of supplementary material examined, interviews, or observations. The Visiting Committee chairperson will provide the style that is desired for the Visiting Committee Report. Example: (Self-study, pp. 4, 37; Teacher Profile; Interview; Observation; Supplementary Materials; Student Survey).

Sample Format for Commendations and Recommendations

Standard: Administration

The committee commends:

1. The constituency, board, and administration for restructuring a subsidy formula that ensures equitable financial involvement of all area churches. (Self-study, p. 24; Interview; Supplemental Material)

The committee recommends:

1. That the board and administration complete a financial plan that will provide a balanced operating budget, funding for depreciation, capital reserves, and servicing existing debt. (Self-study, pp. 4, 25; Interview; Supplementary Material)
2. That the board and administration formulate and implement a written student recruitment plan. (Self-study, p. 7; Conference)

Standard: Curriculum and Instructions

The committee commends:

1. The administration and staff for the cordial classroom and campus climate that contributes to a healthy learning environment. (Observation)
2. The administration and staff for effective use of volunteer assistants. (Self-study, p. 3; Interview; Observation)

The committee recommends:

1. That the administration and staff develop an action plan that will assist teachers in acquiring skills for utilizing a variety of instructional strategies in the classroom to meet the varying learning styles of students. (Self-study, p. 38; Teacher Profile; Interview; Observation)

Note that in each instance the commendation or recommendation includes information on:

- a. Who is addressed—such as constituency, board, administration, faculty, etc.
- b. For what reasons.
- c. Documentation—Self-study, p. ; Interview; Observation (list all that apply).

School-wide Improvement Action Plan

Standard #: 10 .

The school presents in its marketing program a description of the organization, staff, facilities, and unique curriculum.

Objective: To develop a marketing program that is informative and interesting.

Action Plan	Person(s) Responsible	Action Steps	Date / Time Line	Estimated Resources
10a	Admin	Designate a PR person to oversee publications, promotional fliers, and news releases.	Summer 05	Add ½ FTE—\$18,000
10b	PR Designee	Keep the constituency informed through regular and consistent updates of events, news, and needs.	Spring 06 Ongoing	\$500
10c	Admin and Board	Work with the conference administration to invite the principal to pastors' meetings to share with them issues, updates, and concerns as they work with the constituency. Also, request help to provide a foundation for a cooperative effort for _____ Academy.	Spring 07 Ongoing	\$0
10d	Admin	Obtain conference email list to provide information to pastors, elders, and bulletin secretaries.	March 06	\$0
10e	Admin, Staff	Work on making the school Web page active and current with events, news, and the ability for readers to offer suggestions to the school.	Spring 08	\$500 initially. Have students update.
10f	Admin, Staff	Give study to developing a newsletter targeted to prospective students.	Fall 99	\$500
		<i>This is a good sample action plan. The action steps are detailed and list those responsible as well as implementation dates.</i>		

Board Chair Signature

Date of Board Approval

Chapter Four—TERMS OF ACCREDITATION

For PreK-8, PreK-10, PreK-12, 9-12 Schools
of the Southern Union Conference

Introduction

The chair will assist the committee in determining the term of accreditation for the school to be recommended to the North American Division Commission on Accreditation for K-12 and Southern Union Conference on behalf of Pre-Kindergarten. After reaching consensus on the term to be recommended, the chair will document the recommended term, develop the justification statement (secondary), and complete the forms for submission to the union (elementary) or NADOE (secondary).

The following procedure will assist the committee in developing the recommendation:

1. Review the possible terms of accreditation (see below).
2. Review the Criteria for Accreditation (see pages 6-7).
3. Reach consensus on the recommended term of accreditation.
4. Complete the signature page by entering the name of each member directly under a line and obtaining signatures from committee members.

Terms of Accreditation PK-8, PK-10, PK-12, 9-12 Schools

The normal term of accreditation is six years. This means that generally a full-scale evaluation with the preparation of a complete self-study will occur no more than once every six years. However, one or more revisits or reviews could be scheduled during the six years. When the evaluation is a joint effort including the AAA and a regional accrediting association or government or ministry of education, the term of accreditation may be coterminous with that granted by the regional association or ministry, not to exceed six years.

One of the following options is to be used in recommending terms of accreditation:

- A. **Six-Year Term With Written Progress Report (6PR)**—A term of six years with written progress reports on implementation of the school-wide improvement action plans and major recommendations during the second and fourth years. This report is to be written by the school administration in cooperation with two or three members of the steering committee (secondary) or board (elementary) and forwarded to the local conference (Small Schools, PK-8); local conference and union PK-10); local conference, union, and division (PK-12, 9-12).
- B. **Six-Year Term With Interim Review (6IR)**—A term of six years with annual written progress reports on implementation of the school-wide improvement action plans and all recommendations *AND* an on-site review by two or more persons (elementary) or three or more persons (secondary) in the second or third year to evaluate and validate the written progress report and present a written report to the local conference (Small Schools, PK-8, PK-9) or union (PK-10, PK-12, 9-12).

Terms of Accreditation for PK-8, PK-10, PK-12, 9-12 Schools (*continued*)

- C. **Partial Six-Year Term With Revisit in Two or Three Years (P6-2 or P6-3)**—A term of two or three years with annual written progress reports on implementation of the School-wide improvement action plans and all recommendations *AND* an on-site revisit by a team of two or more members (elementary) or three or more members (secondary). One of the following recommendations is to be made (annual progress reports will continue throughout the term):
1. An extension of the accreditation to the end of the six year term. (This is the expected outcome.)
 2. For a P6-2, an additional visit for further review by the revisit team to evaluate an updated progress report in one or two years (R1 or R2).
 3. For P6-3, an additional visit for further review by the revisit team to evaluate an updated progress report in one year (R1).
 4. Placing the school on probationary status.
- D. **Probationary Status**—A school may be placed on probation until there is compliance with the action plans and recommendations. Probationary status would be for one year with a revisit by three or more individuals in the spring of the probationary year. The revisit team should recommend one of the following:
1. Accreditation denied.
 2. Continuation of probation for one more year (a maximum of two years total of probation allowed).
 3. Two- or three-year term with a written progress report (this would assume a full visit after the two or three years).
- E. **Accreditation Denied**—A school denied accreditation loses official standing within the Adventist school system. This action terminates conference and union operating subsidies and support for denominational employees.

Recommendation for Term of Accreditation

PK-8, PK-10, PK-12, 9-12 Schools

Name of School _____ Date of Visit _____

Address of School _____

Name of Conference _____

The Visiting Committee's recommendation to the commission on accreditation is:

_____ **Six-Year Term With Written Progress Report (6PR)**—A term of six years with written progress reports on implementation of the school-wide improvement action plans and major recommendations during the second and fourth years.

_____ **Six-Year Term With Interim Review (6IR)**—A term of six years with annual written progress reports on implementation of the school-wide improvement action plans and major recommendations *AND* an on-site review by two or more persons (elementary) or three or more persons (secondary) in the second or third year of the six-year term.

_____ **Partial Six-Year Term With Revisit in Two or Three Years (P6-2 OR P6-3)**—A term of two or three years with annual written progress reports on implementation of the school-wide improvement action plans and all recommendations *AND* an on-site revisit by a team of two or more members (elementary) or three or more members (secondary). The on-site revisit committee may recommend an extension of accreditation for the remainder of the six-year term, another revisit, or probationary status. Annual written progress reports will continue throughout the term.

_____ **Probationary Status**—The school may be placed on probation until there is compliance with the School-wide improvement action plans and recommendations. Probationary status would be for one year with a revisit in the spring of the probationary year.

_____ **Accreditation Denied**—Denial of accreditation based on conditions detailed in the Visiting Committee Report. This action terminates regular standing within the school system.

Visiting Committee Members

Chair _____

Date

Student Survey

Tabulation of Responses to the Student Survey

1. The administration and tabulation of student surveys should be at the local school level. The Visiting Committee chair should discuss with the local administrator the process prior to the visit. The goal is to preserve confidentiality and security. The tabulation of the responses to the survey should be reported on the form provided.
2. Reporting the ranked responses to first set of survey items should be done using a calculated percentage of total responses on each item.
3. The written responses should be collated and transcribed verbatim on separate pages by category.
4. Include the Student Survey Tabulation in the Self-study Report.

Parent Survey

Tabulation of Responses to the Parent Survey

1. The parent survey should be mailed with instructions for return in specially marked, sealed envelopes. Tabulation of parent surveys **should not** be conducted by school personnel. The chair will designate appropriate timing and personnel for tabulation of the parent surveys.

The goal is to preserve confidentiality and security. Tabulation of the responses to the survey should be reported on the form provided.
2. Reporting the responses to survey items 1-12 should be done using a calculated percentage of total responses on each item.
3. The written responses should be collated and transcribed verbatim on separate pages by category.
4. Include the Parent Survey Tabulation in the Self-study Report.

Parent Survey Tabulation

Instructions: In the appropriate column for statements 1-12, indicate the percentage of parents that marked each number 1 through 5. Remember that 1 indicates little or no agreement with the statement and 5 indicates strong agreement. Following the tabulation of ranked responses to items #1-12, summarize the write-in comments with the corresponding statement number.

Number of years parents report having students in this school :

1	2	3	4	5	How many years more than 10?
6	7	8	9	10	

With students currently in grades:

PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
------	---	---	---	---	---	---	---	---	---	---	----	----	----

Survey Statements	Low 1	..... 2	..... 3	..... 4	High 5
1. I am informed of the school's programs and policies.					
2. Reports concerning my student's progress are adequate.					
3. I feel welcome in the school.					
4. Students have access to a variety of resources to help them succeed.					
5. The school is helping my student(s) grow in a relationship with Jesus.					
6. My student receives adequate help from school personnel.					
7. The school accommodates students with special needs.					
8. The students and teachers have a good working relationship.					
9. The school provides a safe and orderly environment for learning.					
10. The school is preparing students for more advanced levels of education.					
11. Teachers hold high expectations for student learning.					
12. The educational program offered at this school is of high quality.					

NOTE: For those schools with pre-kindergarten programs seeking Florida Gold Seal status, a Teacher/Staff survey must be completed in addition to the Student, Parent, and Constituent/Stakeholder surveys.

Teacher/Staff Survey

Tabulation of Responses to the Teacher/Staff Survey

1. The teacher/staff survey should be given with instructions for return in specially marked, sealed envelopes. Tabulation of teacher/staff surveys **should not** be conducted by school personnel. The chair will designate appropriate timing and personnel for tabulation of the teacher/staff surveys.

The goal is to preserve confidentiality and security. Tabulation of the responses to the survey should be reported on the form provided.

2. Reporting the responses to survey items 1-12 should be done using a calculated percentage of total responses on each item.
3. The written responses should be collated and transcribed verbatim on separate pages by category.
4. Include the Teacher/Staff Survey Tabulation in the Self-study Report.

Teacher/Staff Survey Tabulation

Instructions: In the appropriate column for statements 1-12, indicate the percentage of teachers/staff that marked each number 1 through 5. Remember that 1 indicates little or no agreement with the statement and 5 indicates strong agreement. Following the tabulation of ranked responses to items #1-12, summarize the write-in comments with the corresponding statement number.

Number of years teachers/staff report having worked in this school :

0-12 months	1 to 3 years	3 to 6 years	More than 6 years

Survey Statements	Low 1	..... 2	..... 3	..... 4	High 5
1. The school administration keeps me informed of working policies, schedules, and procedures and any changes thereof in a timely manner.					
2. Staffing at this school is good and fair; there are no discriminatory problems.					
3. I feel accepted and respected by my coworkers.					
4. Staff are usually involved in the development and implementation of new programs.					
5. The governance, administration and program offered where I work is high quality.					
6. The administration assists me in developing professionally.					
7. Positive teamwork and collaboration among staff members is high.					
8. Reports from program governance and civil authorities containing information that affects my work/responsibilities are shared with me by my administration in a timely manner.					
9. The administration models maintaining a healthy, safe and orderly environment .					
10. The everyday working relationship among the personnel in my specific area (e.g. food service, classroom, front office) is amiable and professional.					
11. The due process provided by the administration for seeking solutions is adequate.					
12. I feel that my suggestions to the administration regarding curriculum, classroom management, programming, building parent and community relations are appreciated and taken into consideration.					

Teacher/Staff Survey Tabulation *(continued)*

Summary of Teacher/Staff Comments:

13 . Why did you choose to work at this school, and what do you like most about your work?

14. What do you consider to be the strengths of this school?

15. What areas of the school could be improved?

16. What suggestions would you offer the administration for improvement?

17. Additional comments:

NOTE: For those schools with pre-kindergarten programs seeking Florida Gold Seal status, a Constituent/Stakeholder survey must be completed in addition to the Student, Parent, and Teacher/Staff surveys.

Constituent/Stakeholder Survey

Tabulation of Responses to the Constituent/Stakeholder Survey

1. The constituent/stakeholder survey should be mailed with instructions for return in specially marked, sealed envelopes. Tabulation of constituent/stakeholder surveys **should not** be conducted by school personnel. The chair will designate appropriate timing and personnel for tabulation of the constituent/stakeholder surveys.

The goal is to preserve confidentiality and security. Tabulation of the responses to the survey should be reported on the form provided.

2. Reporting the responses to survey items 1-10 should be done using a calculated percentage of total responses on each item.
3. The written responses should be collated and transcribed verbatim on separate pages by category.
4. Include the Constituent/Stakeholder Survey Tabulation in the Self-study Report.

Constituent/Stakeholder Survey Tabulation

Instructions: In the appropriate column for statements 1-10, indicate the percentage of constituent/stakeholders that marked each number 1 through 5. Remember that 1 indicates little or no agreement with the statement and 5 indicates strong agreement. Following the tabulation of ranked responses to items #1-10, summarize the write-in comments with the corresponding statement number.

Number of years constituent/stakeholders report having supported this school :

0-12 months	1 to 3 years	4 to 6 years	7 to 10 years	If more than 10 years, how many years?

Survey Statements	Low 1	..... 2	..... 3	..... 4	High 5
1. Adequate information on the school’s governance, policies and practices is available to stakeholders.					
2. Communication and reports from the school’s administration to its stakeholders are regular and adequate.					
3. The principal and staff display resourcefulness and positive community relations.					
4. The administration facilitates a good working relationship among all school and program personnel.					
5. The administration makes itself available and responds to stakeholders in a timely fashion.					
6. I feel that stakeholders are respected by the administration.					
7. The administration maintains a consistently safe, healthy and orderly environment for children and adults.					
8. The educational program offered at this school is of high quality.					
9. This school administration maintains and follows its claimed mission, vision, and purpose.					
10. Stakeholders have adequate opportunity to give input to the administration and governance..					

Chapter Five – OTHER CHECKLISTS

Checklist for North American Division Office of Education (K-12 and 9-12)

A. Before the Visit

The responsibilities of the NADOE are to:

- _____ 1. Update the schedule of evaluations, interim reviews, and revisits to be conducted each year.
- _____ 2. Communicate with the union conference office of education:
 - a. To confirm the schedule for evaluations, interim reviews, and revisits.
 - b. To provide copies of the materials that Visiting Committee chairs are to submit to the NADOE.
- _____ 3. Appoint the chair of each Visiting Committee.
- _____ 4. Provide an orientation for Visiting Committee chairs.
- _____ 5. Provide the name of the chair and other pertinent information regarding the evaluation visit to the union director of education and each principal.

B. After the Visit

The responsibilities of the North American Division Vice President for Education are to:

- _____ 1. Schedule the annual meeting of the North American Division Commission on Accreditation.
- _____ 2. Distribute copies of the Visiting Committee reports to each member of the North American Division Commission on Accreditation.
- _____ 3. Send copies of the Commission on Accreditation minutes to each union conference office of education.
- _____ 4. Send the Certificate of Accreditation to each qualified academy evaluated following the actions of the Commission on Accreditation and the AAA.

Checklist for Union Conference Office of Education (PreK-10, PreK-12, and 9-12)

A. Before the Visit

The responsibilities of the union conference office of education are to:

- _____ 1. Confirm with the NADOE the schedule of school evaluations, interim reviews, and revisits to be conducted during the next school year and the instrument to be used.
- _____ 2. Ensure that each academy to be evaluated has copies of the self-study instrument and other material needed for the Self-study Report. (www.nadeducation.adventist.org)
- _____ 3. Schedule and conduct orientation sessions, including action plan development and visiting team early childhood validators as needed for local conference education personnel and the principal of each academy to be evaluated during the following school year.
- _____ 4. Establish the date for each on-site visit with the Visiting Committee chair and the principal.
- _____ 5. Notify the NADOE and the local conference superintendent of schools of the date(s) for on-site visits.
- _____ 6. Appoint the Visiting Committee members and notify the Visiting Committee chair.
- _____ 7. Communicate with each Visiting Committee member and send the following:
 - a. A copy of the Visiting Committee Handbook.
 - b. A copy of form NADOE/Eval 110.03 with a request that it be returned to the union conference office of education. Obtain copy from www.nadeducation.adventist.org
- _____ 8. Cooperate with the NADOE in the appointment of the Visiting Committee representative(s) for joint evaluations with regional accrediting associations.

B. During the Visit

The responsibility of the union conference office of education are to:

- _____ 1. Attend each school evaluation and participate as requested by the chair.
- _____ 2. Attend the oral report session with the Coordinating Committee and the exit report presentation.

C. After the Visit

The responsibilities of the union conference office of education are to:

- _____ 1. File copies of the Self-study Report, the Visiting Committee Report, and/or any interim review, revisit, or interim progress reports, including the North American Division Commission on Accreditation action, for each academy evaluated during the school year.
- _____ 2. Assist, as requested, the local conference office(s) of education and the principal(s) in developing plans for implementation of the approved action plans and the recommendations in the Visiting Committee Report(s).

Checklist for Local Conference Office of Education (Elementary PK-8)

A. Before the Visit

The responsibilities of the local conference office of education are to:

- ___ 1. Prepare the schedule of school evaluations and interim visits, coordinated with the local schools, to be conducted for the upcoming school year and appoint a Visiting Committee chair. For schools operating a pre-kindergarten, coordinate on-site evaluations and interim visits with the Union Conference Office of Early Childhood Education.
- ___ 2. Obtain an adequate supply of evaluation documents from the union office of education or www.adventistedge.org.
- ___ 3. Schedule an orientation, including action plan development and visiting team early childhood validators, for school personnel involved in school evaluations, ensuring that they have all necessary evaluation materials, including previous reports submitted by the school.
- ___ 4. Appoint and correspond with Visiting Committee members regarding their assignments and other organizational information.
- ___ 5. Develop a schedule or timeline for the visit and communicate this with the Visiting Committee and the school.
- ___ 6. Monitor the progress of each school in completing the evaluation self-study process, assisting the principal/head teacher and staff as needed.
- ___ 7. Reproduce the school's Self-study Report and distribute to Visiting Committee members at least three weeks prior to the scheduled on-site evaluation visit.

B. During the Visit

The responsibilities of the local conference office of education are to:

- ___ 1. Ensure that the materials and space are adequately arranged for the Visiting Committee to conduct the on-site visit.
- ___ 2. Conduct a brief orientation including assignments and expectations for Visiting Committee members.
- ___ 3. Participate as chair/member of the Visiting Committee.
- ___ 4. Obtain original signatures from all Visiting Committee members on the Recommended Term form.

Checklist for Local Conference Office of Education (Elementary PK-8) (continued)

C. After the Visit

The responsibilities of the local conference office of education are to:

- ___ 1. Edit, copy, and distribute the completed Visiting Committee Report to the Visiting Committee members for final approval.
- ___ 2. Reimburse Visiting Committee members for expenses and express appreciation for service.
- ___ 3. Cooperate with the principal/head teacher in presentation of the Visiting Committee Report to the school board.
- ___ 4. Present the Visiting Committee Report and recommendation for the term of accreditation to the local conference board of education.
- ___ 5. Cooperate with the principal/head teacher in the implementation of the approved action plans and the recommendations in the Visiting Committee Report.
- ___ 6. Send copies of the final edited Visiting Committee Report as approved by the local conference board of education to the union office of education, the principal/head teacher, and local board.
- ___ 7. File copies of the school's Self-study Report and the Visiting Committee Report as part of the permanent records of the school.
- ___ 8. After action by the local conference board of education, complete and distribute the Certificate of Accreditation to the school.
- ___ 9. Ensure the completion of required yearly progress reports by the local school principal/head teacher, approved by the local school board and placed in the local conference/union office of education permanent file.

Checklist for Local Conference Office of Education (Secondary)

A. Before the Visit

The responsibilities of the local conference office of education are to:

- _____ 1. Cooperate with the union conference office of education in scheduling an orientation session for the principal(s) of the school(s) to be evaluated during the next school year.
- _____ 2. Participate in the staff orientation and serve as a member of committees as requested by the school administration.
- _____ 3. Assist the administration in the preparation of the Self-study Report as requested.

B. During the Visit

The responsibilities of the local conference office of education are to:

- _____ 1. Attend the initial planning and/or orientation session conducted by the chair of the Visiting Committee.
- _____ 2. Be available to provide information as requested by the Visiting Committee chair.
- _____ 3. Attend the oral report session with the Coordinating Committee and the exit report presentation.

C. After the Visit

The responsibilities of the local conference office of education are to:

- _____ 1. Maintain a permanent file containing copies of the Self-study Report, Visiting Committee Report, interim progress reports, interim reviews, and revisits for each school.
- _____ 2. Cooperate with the principal in the presentation of the Visiting Committee Report to the school board.
- _____ 3. Cooperate with the principal in the implementation of the approved action plans and the recommendations of the Visiting Committee Report.

Checklist for Visiting Committee Members

A. Before the Visit

The responsibilities of a committee member are to:

- _____ 1. Review the Visiting Committee Handbook.
- _____ 2. Read the school's Self-study Report prior to arriving at the school and note any questions to be discussed during the visit.
- _____ 3. Bring the Self-study Report and the materials received from the chair and the school.
- _____ 4. Plan to arrive at the time specified and stay through the exit report.

B. During the Visit

The responsibilities of a committee member are to:

- _____ 1. Meet all appointments and committee meetings as directed by the chair.
- _____ 2. Visit classes and conduct interviews with personnel in the assigned areas to compare the Self-study Report with reality.
- _____ 3. Remain focused on the evaluation process and minimize outside distractions.
- _____ 4. Evaluate action plans and complete written commendations and recommendations for the assigned areas based on the school's Self-study Report, interviews, conferences, and observations.
- _____ 5. Reach consensus on the commendations and recommendations to be included in the final report, and designate major commendations and major recommendations.
- _____ 6. Agree on the recommendation for the term of accreditation.
- _____ 7. Exhibit professional ethics and confidentiality regarding the discussions, deliberations, and results of the on-site visit.
- _____ 8. Itemize expenses and submit a report to the person authorized to provide reimbursement.

C. After the Visit

The responsibilities of a committee member are to:

- _____ 1. Review the draft of the Visiting Committee Report.
- _____ 2. Suggest possible changes, and return suggested changes to the chair.

Checklist for Principal/Head Teacher

A. Before the Visit

The responsibilities of the principal are to:

- _____ 1. Cooperate with the local and/or union offices of education in selecting the date for the evaluation visit and inform the local operating board and staff.
- _____ 2. Lead the operating board in a review of the previous Visiting Committee Report, Interim Review, or Revisit Report, and determine the status of each recommendation.
- _____ 3. Arrange for the on-site staff orientation, including action-plan development, with the union conference office of education and/or local conference office of education.
- _____ 4. Make recommendations to the local operating board for membership on the Coordinating Committee. This committee may be composed of the following:
 - a. The principal as chair or co-chair.
 - b. Teacher and board representatives from the study committees.
 - c. Parents and other constituent church members.
- _____ 5. Develop a time line for the completion of the Self-study Report.
- _____ 6. Establish study committees for the Standards section. Where possible, the committees are to represent staff, parents, and operating board members. These study committees should be 2-3 members for small schools and 3-5 members in larger schools.
- _____ 7. Distribute the following materials to the chair of each study committee:
 - a. General Instructions for Completing the Self-study Report for each committee member.
 - b. Appropriate pages from the Self-study Report and the corresponding instructions.
- _____ 8. Assist the Coordinating Committee in the preparation of action plans.
- _____ 9. Seek board approval for the action plans developed during the preparation of the Self-study Report.
- _____ 10. Complete the Profile section of the Self-study Report.
- _____ 11. Complete the Progress Report section of the Self-study Report.
- _____ 12. Lead the Coordinating Committee in copy editing the final report, checking for accuracy and completeness.

Checklist for Principal/Head Teacher *(continued)*

- _____ 13. At least 30 days prior to the visit, distribute the completed Self-study Report to:
 - a. Each member of the Visiting Committee.
 - b. Local conference office of education (elementary PK-8).
 - c. Union conference office of education (secondary PK-10, PK-12, 9-12).
 - d. School board members.
 - e. School faculty and staff.

- _____ 14. Cooperate with the local conference/union office of education and Visiting Committee chair regarding plans for the visit (housing, meals, computer access, and transportation).

- _____ 15. Collect and organize the supplementary materials.

B. During the Visit

The responsibilities of the principal are to:

- _____ 1. Provide a private meeting room with tables, chairs, and the supplementary materials for the Visiting Committee as needed.

- _____ 2. In consultation with the Visiting Committee chair, arrange meetings of appropriate school committees/groups. Consider having substitute teachers/volunteers available to facilitate interviews with teachers and staff.

- _____ 3. Coordinate with the Visiting Committee chair in arranging a meeting of the faculty, staff, available board members, and student representatives (secondary) for the exit report of the Visiting Committee.

C. After the Visit

The responsibilities of the principal are to:

- _____ 1. Arrange for the presentation and distribution of the final Visiting Committee Report to the faculty and operating board.

- _____ 2. File copies of the Self-study Report, the final Visiting Committee Report, Revisit Reports, and Interim Review Reports as part of the permanent records of the school.

- _____ 3. Review the Visiting Committee Report with the operating board, faculty, and staff for implementation of action plans and recommendations.

- _____ 4. Review annually the Visiting Committee Report and/or the Interim Review or Revisit Report(s) with the board and maintain an annual written record of progress in implementing the action plans and recommendations.

- _____ 5. Cooperate with the local and/or union conference office of education in setting the date for any required reviews or revisits.

Checklist for Local Operating Board

A. Before the Visit

The responsibilities of the board chair and members are to:

- _____ 1. Cooperate with the principal in the evaluation process.
- _____ 2. Participate in a review of the previous Visiting Committee Report, Interim Review Report, or Revisit Report, and determine the status of each recommendation.
- _____ 3. Approve the members of the Coordinating Committee as recommended by the principal.
- _____ 4. Serve on the Coordinating Committee and the study committees as appointed.
- _____ 5. Study and approve action plans developed in conjunction with the preparation of the Self-study Report.

B. During the Visit

The responsibilities of the board chair are to:

- _____ 1. Be available for the orientation session and other times as requested by the Visiting Committee chair.
- _____ 2. Meet with the faculty, staff, available board members, constituents, and the Visiting Committee for the oral exit report.

C. After the Visit

The responsibilities of the board chair are to:

- _____ 1. Provide time in board meetings for review of the Visiting Committee Report.
- _____ 2. Appoint appropriate committees to formulate plans for implementation of the action plans and recommendations.

Checklist and Time Line for Coordinating Committee (Elementary PK-8)

The numbers on the right are recommended months prior to the on-site visit. The responsibilities of the Coordinating Committee are the following:												
✓	Tasks:	Months										
1.	Study and discuss the Evaluative Criteria for Seventh-day Adventist Schools, Grades PK-8, or Small Schools, to understand the purpose of the evaluation process and directions for completing the self-study document.	5-8										
2.	Develop a time line for the completion of each section and the Self-study Report.	5-8										
3.	Appoint study committees of three to five members (two-three for small schools) to complete one or more sections of the following areas in the Standards section: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Philosophical Foundation</td> <td style="width: 50%;">f. Media Center</td> </tr> <tr> <td>b. Community and Constituency</td> <td>g. Student Activities</td> </tr> <tr> <td>c. Administration</td> <td>h. Student Services</td> </tr> <tr> <td>d. Staff Development</td> <td>i. School Facilities</td> </tr> <tr> <td>e. Curriculum and Instruction</td> <td>j. Information Technology</td> </tr> </table>	a. Philosophical Foundation	f. Media Center	b. Community and Constituency	g. Student Activities	c. Administration	h. Student Services	d. Staff Development	i. School Facilities	e. Curriculum and Instruction	j. Information Technology	5-8
a. Philosophical Foundation	f. Media Center											
b. Community and Constituency	g. Student Activities											
c. Administration	h. Student Services											
d. Staff Development	i. School Facilities											
e. Curriculum and Instruction	j. Information Technology											
4.	Distribute the following materials to each study committee: a. General Instructions for Completing the Self-study Report. b. Copies of the appropriate section with accompanying instructions.	5-8										
5.	After orientation of all personnel, distribute subject-area material, including Teacher Instructional Profile, to the appropriate instructional staff.	5-8										
6.	Assist the principal in completing the School Profile and Progress Report sections.	4-6										
7.	Coordinate the distribution, collection, and tabulation of student surveys in a manner that preserves authenticity and confidentiality as directed by the Visiting Committee chair. Directions for the collection and tabulation of the parent surveys will be given by the Visiting Committee chair.	3-5										
8.	Review the study committee and subject area reports. Copy edit the reports to ensure consistency of style and grammatical correctness.	2-4										
9.	Develop action plans based on significant school-wide areas of needed improvement. Review action plans with faculty and staff and revise as needed.	2-4										
10.	Present to the board, for study and final approval, all action plans approved by the Coordinating Committee.	2-4										
11.	Develop the Self-study Report from the study committee reports prior to the scheduled on-site visit.	2-4										
12.	Consult with the union/local conference office of education for distribution of the completed self-study.	1-2										

Checklist and Time Line for Coordinating Committee (Secondary PK-10, PK-12, 9-12)

The numbers on the right are recommended months prior to the on-site visit. The responsibilities of the Coordinating Committee are the following:												
✓	Tasks:	Months										
1.	Study and discuss the Evaluative Criteria for Seventh-day Adventist Schools, Grades PK-10, PK-12, or 9-12, to understand the purpose of the evaluation process and directions for completing the self-study document.	8-12										
2.	Develop a time line for the completion of each section and the Self-study Report.	8-12										
3.	Appoint study committees of three to five members to complete one or more sections of the following areas in the Standards section: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. Philosophical Foundation</td> <td style="width: 50%;">f. Media Center</td> </tr> <tr> <td>b. Community and Constituency</td> <td>g. Student Activities</td> </tr> <tr> <td>c. Administration</td> <td>h. Student Services</td> </tr> <tr> <td>d. Staff Development</td> <td>i. School Facilities</td> </tr> <tr> <td>e. Curriculum and Instruction</td> <td>j. Information Technology</td> </tr> </table>	a. Philosophical Foundation	f. Media Center	b. Community and Constituency	g. Student Activities	c. Administration	h. Student Services	d. Staff Development	i. School Facilities	e. Curriculum and Instruction	j. Information Technology	5-8
a. Philosophical Foundation	f. Media Center											
b. Community and Constituency	g. Student Activities											
c. Administration	h. Student Services											
d. Staff Development	i. School Facilities											
e. Curriculum and Instruction	j. Information Technology											
4.	Distribute the following materials to each study committee: a. General Instructions for Completing the Self-study Report. b. Copies of the appropriate section with accompanying instructions.	5-8										
5.	After orientation of all personnel, distribute subject-area material to the appropriate instructional staff.	5-8										
6.	Assist the principal in completing the School Profile and Progress Report sections.	5-8										
7.	Coordinate the distribution, collection, and tabulation of student surveys in a manner that preserves authenticity and confidentiality. Directions for the collection and tabulation of the parent surveys will be given by the Visiting Committee chair.	3-5										
8.	Review the study committee and subject area reports. Copy edit the reports to ensure consistency of style and grammatical correctness.	3-5										
9.	Develop action plans based on significant school-wide areas of needed improvement. Review action plans with faculty and staff and revise as needed.	3-5										
10.	Present to the board, for study and final approval, all action plans approved by the Coordinating Committee.	2-4										
11.	Develop the Self-study Report from the study committee reports prior to the scheduled on-site visit.	2-4										
12.	Consult with the union/local conference office of education for distribution of the completed self-study.	1-2										

Checklist for Study Committee Members

Before the Visit

The responsibility of each study committee member is to:

- _____ 1. Study the Evaluation Instrument With Introduction and Instructions to gain an understanding of the purpose for the entire evaluation process.
- _____ 2. Use the introduction and instructions section, the appropriate section of the Evaluation Instrument, and the results of interviews and/or visits to complete the assigned area.
- _____ 3. Prepare the report for the assigned section(s) and suggest areas of needed improvement that may be developed into action plans by the Coordinating Committee.
- _____ 4. Submit the completed report to the chair of the Coordinating Committee.