

Evaluative Criteria for Southern Union Conference Schools

Pre-kindergarten* through Eighth Grade



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-8 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
- g. Evaluative Criteria for Southern Union Conference Seventh-day Adventist Early Childhood Programs

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.

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Section 1

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INTRODUCTION

The Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc. (AAA) is the denominational accrediting authority for all educational institutions 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 agreement with the National Council for Private School Accreditation (NCPSA) has expanded its accreditation responsibilities by offering accreditation to Seventh-day Adventist school-operated pre-kindergartens and early childhood programs.

Attention to young children is imperative to the foundation of a child's character development and success. "Too much importance cannot be placed upon the early training of children. The lessons learned, the habits formed, during the years of infancy and childhood, have more to do with the formation of the character and the direction of the life than have all the instruction and training of after years."

Ministry of Healing, page 380

The Seventh-day Adventist pre-kindergartens offer opportunities for children with a minimum age of four years to extend their learning experience, before formal schooling, in a developmentally appropriate environment. Based on age, levels of development, and learning styles, such an environment fosters natural curiosity and stimulates cognitive, physical, social, emotional and spiritual growth.

In this version of the Evaluation Instrument, the Southern Union Conference Office of Education provides a process by which the educational community holds its institution maintaining any combination of classrooms/programs for pre-kindergarten children with a minimum age of four years through grade 8, accountable for its own objectives. It assures the church and constituency that an accredited Adventist educational institution offers programs of quality to the children and families of the church and provides professional personnel who meet both church and national standards.

RATIONALE

The rationale underlying the accreditation process is the belief that it helps define the mission and goals of Seventh-day Adventist education, contributes substantially to the improvement of the total program, and provides opportunity for involvement of the church community.

The accreditation process has three stages: the self-study, the visit by a visiting team, and 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 foundation 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. 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.
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 and sound educational practices.

CRITERIA FOR ACCREDITATION *(continued)*

The curriculum should provide all students and children with suitable courses of instruction and care consistent with the philosophy, goals, and learning expectations, as well as 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, and 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.

THE 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 early childhood 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.

THE 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.

NOTE: 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

THE 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.

CHECKLISTS FOR COMPLETING THE SELF-STUDY REPORT

Checklist for Local Conference Office of Education

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.
- ___ 2. Obtain an adequate supply of evaluation documents from the union office of education.
- ___ 3. Schedule an orientation, including action plan development, for personnel involved in evaluations, ensuring 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 administration.
- ___ 6. Monitor the progress of each school in completing the evaluation self-study process, assisting the principal and staff as needed.
- ___ 7. Reproduce the Self-study Reports and distribute to Visiting Committee members at least one month 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.

Checklist for Local Conference Office of Education *(continued)*

- ___ 4. Obtain original signatures from all Visiting Committee members on the Recommended Term form.

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 in presentation of the Visiting Committee Report to the local governing 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 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 conference board of education, the principal, and local board.
- ___ 7. File copies of the 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 school principal, approved by the local governing board and placed in the local conference/union office of education permanent file.

Checklist for the Principal

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 governing board and staff.
- ____2. Lead the local governing 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 governing 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 board members. These study committees should be 2-3 members for small schools and 3-5 members in larger ones.
- ____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 the Principal *(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).
 - c. Union conference office of education (secondary).
 - d. Local governing board members.
 - e. 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 committees/groups. Consider having substitute teachers/volunteers available to facilitate interviews with teachers.

- _____3. Coordinate with the Visiting Committee chair in arranging a meeting of the faculty, staff, and 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 local governing 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 local governing board, faculty, and staff for implementation of action plans and recommendations.

Checklist for the Principal *(continued)*

- _____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 a date for any required reviews or revisits.

Checklist for Local Governing 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 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

The number of months in the right column are a guide as to when work should begin on the process described in the middle column, 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 to understand the purpose of the evaluation process and directions for completing the self-study document.	5-8
	2. Develop a time line for completing each section and the Self-study Report.	5-8
	3. Appoint study committees of 3-5 members to complete one or more sections of the following areas in the Standards section: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <ul style="list-style-type: none"> a. Philosophical Foundation b. Community and Constituency c. Administration d. Staff Development e. Curriculum and Instruction </div> <div style="width: 45%;"> <ul style="list-style-type: none"> f. Media Center g. Student Activities h. Student Services i. School Facilities j. Information Technology </div> </div>	5-8
	4. Distribute the following materials to each study committee: <ul style="list-style-type: none"> a. General Instructions for Completing the Self-study Report (page xvii) and the specific instructions for completing the selected sections from the self-study instrument. b. Copies of the appropriate section from the self-study instrument. 	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 Profile and Progress Report sections.	4-6
	7. Coordinate the distribution, collection, and tabulation of student surveys 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 reports (Standards and Subject Areas) and copy edit the reports to ensure consistency of style and grammatical correctness.	2-4
	9. Develop action plans based on significant 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 local conference office of education for distribution of the completed self-study.	1-2

Checklist for Study Committee Members

Before the Visit

The responsibilities of each study committee member are 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 sections, 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.

GENERAL INSTRUCTIONS FOR COMPLETING THE SELF-STUDY REPORT

The material contained in the Evaluation Instrument is to be used for the evaluation conducted by each school. The completed report becomes the Self-study Report. The following general instructions will assist in completing the report:

1. Appoint Coordinating Committee and study committees.

Information regarding appointment of the Coordinating Committee and the study committees is provided on page x.

2. Study instructions for completing each section of the Self-study Report.

Specific instructions for completing each section of the Self-study Report are provided immediately following the respective title pages.

3. Distribute appropriate materials to study committee members, faculty, and staff.

Each study committee member and all teachers should be given the following:

- a. A copy of the appropriate section from the Self-study Report.
- b. The appropriate instructions for completing the section.

4. Review instructions for developing improvement action plans.

The Coordinating Committee, in consultation with all faculty, staff, and study committees, will develop action plans for significant areas of needed improvement. The action plans include (1) action steps, (2) a time line for implementation, (3) an estimate of necessary resources (financial, human, educational, etc.), and (4) the person(s) responsible for each action. Specific instructions, sample action plans, and action-plan forms are included in the Self-study Report.

5. Gather supplementary materials to be provided for the Visiting Committee.

Gather the supplementary materials listed on the next page. Place the materials in the Visiting Committee workroom.

REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT

SUPPLEMENTARY MATERIALS INVENTORY

All materials listed below are to be provided in the Visiting Committee workroom during the visit and are not to be included in the Self-study Report. If several items are contained in existing publications, provide the basic publication and index. Schools of grades K-8 should provide items 1-24; schools operating Pre-K should provide all items listed. If the materials are not available, please make a note of this.

1. Previous Self-study Report.
2. Previous Visiting Committee Report.
3. Annual progress report and interim or revisit reports.
4. School constitution and bylaws.
5. School bulletin and/or student handbook.
6. School registers.
7. Standardized test results administered during the past three years.
8. Current class schedule.
9. Operating budget for current year.
10. Monthly financial statements for the current school year.
11. Last audited report with the statement.
12. Financial statement for the last full fiscal year.
13. School board minutes for at least one year.
14. Union education code and teacher handbook.
15. NAD curriculum guides for each subject area.
16. Union/NAD-approved textbook lists.
17. Acceptable Use Policy for Internet.
18. School marketing/recruitment plan.
19. Sample copies of school publications (newspaper, yearbook, etc.).
20. List of current denominational and secular periodicals and subscriptions.
21. Disaster/emergency response plans/procedures.
22. Blood-borne pathogen procedures.
23. Hazardous material management plan (asbestos, etc.).
24. Sexual harassment policy.
25. Governing board manual.
26. Risk Management Loss Control Manual.
27. Home and School Handbook.
28. Employee Handbook for locally funded employees.
29. Latest inventory of instructional equipment and supplies.
30. Behavior management/discipline policy.
31. List of community resources and agencies that provide service or referrals for children and families with specific needs.
32. Sample menus of two-week's meals and snacks actually served by the program.
33. Permits/License/Certificates from state regulatory agencies of current inspections for fire prevention, health, safety, building occupancy, program operation, food service, etc. as required by civil authorities.
34. S.A.F.E. Program Guide.
35. Evaluation form for locally employed staff
36. Staff meeting & study group log for previous 12 months
37. Parent-specific programs and activity log for previous 12 months
38. Samples of actual lesson plans from each class.

Section 2

Profile, Progress Report, and Philosophy

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INSTRUCTIONS FOR SCHOOL PROFILE, PROGRESS REPORT, PHILOSOPHY AND GOALS

The principal, with assistance from the Coordinating Committee, is responsible for completing this section.

Items A Through I

The principal may delegate to others responsibility for completing applicable sections. For example, he or she could delegate to the librarian, with the support of the Self-study Committee for the media center, the responsibility for completing Section D.

For Section E, #3, Staff Data (page 10)—The ratio of students to FTE instructional staff should be obtained using the following formula: Divide the total number of students by the total full-time equivalent (FTE) instructional staff. (For example: 36 students divided by 1.5 FTE staff results in a ratio of 24 to 1.)

Progress Report

The principal is responsible for completing the progress report based on input from the faculty, staff, and local governing board. The board will approve the completed report.

1. The progress report responds to the action plans and recommendations from the previous evaluation visit, interim review, and/or revisit reports.
2. Under the proper heading, list each recommendation and action taken showing the date of completion. Be specific about the action and supply supporting evidence when applicable.

Philosophy, Goals, and Mission

The philosophical foundation study committee is responsible for completing this section and Standard 1 in cooperation with the local governing board, administration, faculty, and staff.

An Adventist system-wide statement of philosophy is included in this evaluation instrument. There are also goals for student learning adopted by the NAD education system. These goals have been adapted from *Journey to Excellence*.

The local governing board, administration, faculty, and staff will review and reaffirm its philosophy, mission statement, and curriculum goals. The school's statement of mission and specific goals for student learning will be added to the system-wide statements.

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Pre-kindergarten* through Eighth Grade



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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.

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EVALUATION STUDY COMMITTEES

COORDINATING COMMITTEE	Philosophical Foundations (1) and Community & Constituency (2)
Chair:	Chair:
Administration (3) and Staff Development (4)	Curriculum & Instruction (5) and Media Center (6)
Chair:	Chair:
School Facilities (9) and Information Technology (10)	Student Activities (7), Student Services (8), and Parent/Student Surveys
Chair:	Chair:

(Numbers in parentheses correspond to Standards)

EVALUATION STUDY COMMITTEES *(continued)*

Pre-Kindergarten

Chair: _____

Note: Two members of this committee must be qualified to review the early childhood educational and care program. “Qualified” is defined as: an individual with 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.

SCHOOL PROFILE

The principal, with assistance from the Coordinating Committee, is responsible for completing sections A-I. The principal may delegate responsibility for completion of applicable sections to others, such as the media center to the librarian, etc.

A. General Information:

Name of School: _____

Address: _____

Conference _____ Superintendent _____

Principal _____ Board Chair _____

Date of Last Full Evaluation _____ Date of Interim/Revisit _____

B. The Constituency :

Name of Church	Current Membership	Total Tithe Last Year	Total Church Budget Last Year	School Subsidy This Year	Number of Students Enrolled	Number of Students Not Enrolled
TOTALS						

Percentage of total school subsidy to total constituent tithe: _____

Percentage of total school subsidy to total church budget: _____

Percentage of Adventist student in constituent churches *not* attending: _____

C. Significant Financial Data

1. Provide the following financial information from previous fiscal years:

Financial Information	2 Years Ago	1 Year Ago
Budgeted operating expense		
Actual operating expense		
Income from tuition and fees		
Income from constituent church or school operating subsidy		
Total constituent church or school operating subsidy		
Income from other sources		
Total student accounts receivable		
Accounts payable to conference		
Instructional materials/supplies expenditures		
Total technology/computer expenditures		
Total library/media expenditures		
Library/media expenditures per student		

2. Date of last audited financial statement: _____

3. Tuition rates: Constituent _____

Non-constituent _____

D. Media Center/Library Holdings

1. Print Materials: (Place total number of volumes to the left of each listing.)

- | | |
|--|---------------------------------------|
| ___ Encyclopedia sets, no older than five years, appropriate to various grade levels. Copyright date:_____ | ___ Religion |
| ___ Modern unabridged dictionary | ___ Social science |
| ___ Current world atlas | ___ Language |
| ___ Bible concordances | ___ Natural science |
| ___ Bible dictionary | ___ Applied science |
| ___ SDA Bible commentary sets | ___ Picture books / easy reading |
| ___ Index to Ellen G. White writings, (three-volume set) | ___ The arts |
| ___ Ellen G. White books | ___ Recreation (sports, crafts, etc.) |
| ___ General works | ___ Literature |
| | ___ History, biography, travel |

- Summary:** ___ Total number of titles (exclusive of reference)
___ Total number of reference volumes
___ Total number of denominational periodical subscriptions
___ Total number of secular magazine/newspaper subscriptions

2. Equipment: (Place total number in the left blank.)

- | | | |
|----------------------|------------------------|---------------------|
| ___ Computers | ___ Cassette recorders | ___ Digital cameras |
| ___ Video projectors | ___ VCR/DVD | ___ _____ |
| ___ Video cameras | ___ TVs | ___ _____ |

3. Software, etc.: (Place total number in the left blank.)

- | | |
|------------------------|-----------|
| ___ Computer software | ___ _____ |
| ___ Videocassettes | ___ _____ |
| ___ Audiocassettes | ___ _____ |
| ___ CD/DVD/laser discs | ___ _____ |

4. Media Center Organization: (Complete the blanks.)

- Classification system: Library of Congress
 Dewey Decimal
 Color coded
 Other (specify)

Materials selection policy: Yes No Date approved by board: _____

Internet connection: Yes No List service(s): _____

3. Staff Data:

a. Indicate the staff FTE assigned to the following areas:

Assignment	Men	Women	Total
Administration			
Classroom Teachers			
Instructional Aides / Assts. Teachers			
Office Personnel			
Library/Media Center			
Food Service Providers			
Custodial/Grounds/Maintenance			
TOTAL			

b. Current staff reported in full-time equivalents: _____

c. Ratio of students to FTE instructional staff: _____

Report only highest degree held:

	No Degree	B.A.	B.A. + 30	M.A.	Ed.S.	Ed.D or Ph.D
Men						
Women						
TOTAL	0	0	0	0	0	0

- d. A confidential personnel file should be maintained by the administrator on each locally funded employee and volunteer. This should include all information required by Southern Union policy, the local governing board, and civil authorities.

List required contents:	Name by what organization is it required:
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

4. Professional Activities and Memberships:

(List all administrative and instructional staff members, their current professional memberships, and significant professional activities that have impacted instruction in the past two years.)

Name of Certificated Staff	Professional Memberships	Professional Growth Activities

F. The Students

1. Enrollment Data:	Opening Enrollments for the Last Five Years					Number of Students From Adventist Homes		Number of Students From Non-Adventist Homes		
	Groups	4 Yrs. Ago	3 Yrs. Ago	2 Yrs. Ago	1 Yr. Ago	Current	Baptized	Un-baptized	Baptized	Un-baptized
Pre-K										
K										
1										
2										
3										
4										
5										
6										
7										
8										
TOTAL										

2. Enrollment Data Summary:

- a. Percentage of total students from non-Adventist homes _____
- b. Percentage of students baptized in 5th grade and above _____
- c. Projected total enrollment: Next school year _____ In 2 years _____ In 3 years _____

3. Student Follow-up Data: (Complete the chart below for the preceding two years.)

School Year	Number of Students Completing This Facility's Highest Grade/Level	Number of Students Now Attending SDA Elementary School Or Academy	Number of Students Now Attending Other Private Schools	Number of Students Now Attending Public Schools	Number of Students Who Are Home Schooled/Other

4. Is there an early childhood facility or pre-kindergarten program on the premises? Yes No

5. The Risk Management Loss Control Guidelines Manual for Southern Union and state regulatory authorities have specific requirements on teacher-child ratios for indoor, outdoor, and off-campus / field trip supervision. List the teacher-to-child grouping of the pre-kindergarten children:

Group/ClassTitle	Lead-Teacher's Name	# of children	Assistant(s), Volunteer(s) & Chaperone(s) Names	I=Indoor, O=Outdoor, OC=Off-Campus

5. Elementary Standardized Test Scores: (List the class average grade equivalency of students in each grade tested on the union conference adopted standardized tests for the three most recent years.)

Test Areas	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
School Year: _____ - _____						
Reading						
Language						
Mathematics						
Social Studies						
Science						
Sources of Information						
Composite Score						
School Year: _____ - _____						
Reading						
Language						
Mathematics						
Social Studies						
Science						
Sources of Information						
Composite Score						
School Year: _____ - _____						
Reading						
Language						
Mathematics						
Social Studies						
Science						
Sources of Information						
Composite Score						

H. Textbook Audit

List by grade/level and/or subject area the titles of any textbooks or curriculum being used that are not included in the current union conference approved textbook list. Indicate the date on which the alternate text / curriculum was approved by the conference or union office of education.

Grade/level	Subject	Name of Alternative Text/Curriculum & Publisher	Copyright Date or Edition	Approval Date

I. Governing Board Members

Please list in the following chart board members with specific background qualifications or experience to represent early childhood education (e.g. holds a college degree in early childhood education, child psychology, etc., has noted experience working with young children in educational or Sabbath School classrooms, etc.), and information requested.

Name	Background Experience	Years of Service on Governing Board	Term of Service/ Beginning-Ending Date

PROGRESS REPORT

Instructions:

The previous Visiting Committee Report(s)—full evaluation visit, interim review, and/or revisit—are to be used as the basis for the Progress Report. This report states progress in implementing all improvement action plans and all recommendations in the previous Visiting Committee Report. Use the accompanying table to report on action plans.

For recommendations, state the specific action that has been taken with supporting evidence/information, where applicable, and give the date of fulfillment. (See samples at www.nadeducation.adventist.org)

PROGRESS REPORT FOR ALL IMPROVEMENT ACTION PLANS

Date of Last Evaluation: _____

Action Plan #	Action Plan Goal	Implementation Steps	Results of Efforts	Barriers to Fulfillment	Current
		On schedule with original action plan timeline: <input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> New Plan Date Goal Set _____ <input type="checkbox"/> Plan Not Begun <input type="checkbox"/> In Progress Expected date of completion _____ <input type="checkbox"/> Completed
		On schedule with original action plan timeline: <input type="checkbox"/> Yes <input type="checkbox"/> No			<input type="checkbox"/> New Plan Date Goal Set _____ <input type="checkbox"/> Plan Not Begun <input type="checkbox"/> In Progress Expected date of completion _____ <input type="checkbox"/> Complete

PHILOSOPHY AND GOALS

A. Introductory Statement

A statement of philosophy has been developed for schools operating in the Seventh-day Adventist education system. Curriculum goals and objectives consistent with the philosophy have also been established. Additional goals that meet concerns and needs of the constituency, students, and families should be added. The philosophy and goals should be systematically reviewed by the constituency, administration, faculty, staff, and local governing board. There should be an annual evaluation of continuous progress toward these goals.

B. Statement of Philosophy

The Seventh-day Adventist Church recognizes God as the ultimate source of existence and truth. In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Through the guidance of the Holy Spirit, God's character and purposes can be understood as revealed in nature, the Bible, and Jesus Christ. The distinctive characteristics of Adventist education, derived from the Bible and the inspired writings of Ellen G. White, point to the redemptive aim of true education: to restore human beings into the image of their Maker.

While God presents His infinitely loving and wise character as the ultimate norm for human conduct, human motives, thinking, and behavior have fallen short of God's ideal. Education in its broadest sense is a means of returning human beings to their original relationship with God. Its time dimensions span eternity.

Adventist education seeks to develop a life of faith in God and respect for the dignity of all human beings; to build character akin to that of the Creator; to nurture thinkers rather than mere reflectors of others' thoughts; to promote loving service rather than selfish ambition; to ensure maximum development of each individual's potential; and to embrace all that is true, good, and beautiful.

An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—physically, intellectually, socially, and spiritually. Working together, homes, schools, and churches cooperate with divine agencies in preparing learners for responsible citizenship in this world and in the world to come.

C. Statement of School's Mission

--

D. Seventh-day Adventist Curriculum Goals

The following goals have been developed to support the unique philosophy of Seventh-day Adventist education. (Taken from *Journey to Excellence*.)

Each student will:

1. Acceptance of God
Surrender one's whole life to God, develop a relationship with Jesus Christ, and allow the Holy Spirit to work in one's life.
2. Commitment to the Church
Desire to know, live, and share the message and mission of the Seventh-day Adventist Church.
3. Interpersonal Relationships
Develop a sense of self-worth, skills in interpersonal relationships, an understanding of the responsibilities of family membership, and the ability to respond with sensitivity to the needs of others.
4. Responsible Citizenship
Develop an understanding of cultural and historical heritages; affirm a belief in the dignity and worth of others; and accept responsibility for local, national, and global environments.
5. Healthful, Balanced Living
Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health.
6. Intellectual Development
Adopt a systematic, logical, and biblically based approach to decision making and problem solving when applied to a developing body of knowledge.
7. Communication Skills
Recognize the importance of effective communication and develop the requisite skills.
8. Personal Management
Function responsibly in the everyday world using Christian principles of stewardship, economy, and personal management.
9. Aesthetic Appreciation
Develop an appreciation of the beautiful, both in God's creation and in human expression, while nurturing individual ability in the fine arts.
10. Career and Service
Develop a Christian work ethic with an appreciation for the dignity of service.

E. Specific Goals for This School

Section 3

Standards for Adventist Schools

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INSTRUCTIONS FOR EVALUATING SCHOOLS STANDARDS

Standards Assessment

Each statement is a standard of quality that must be met in all Seventh-day Adventist schools. Study committees of 3-5 members are to be appointed to complete one or more standards.

The study committee as a group is to evaluate each standard and associated indicators of implementation then determine by consensus the extent to which the statement is addressed. Select the number in the rating scale that best describes the present practice.

- 1—The standard/indicator of implementation is not met.
- 2—The standard/indicator of implementation is partially met.
- 3—The standard/indicator of implementation is met.
- 4—The standard/indicator of implementation is exceptionally met.

After selecting the number that best describes the indicators of implementation and the overall rating for that standard, the study committee is to write a verification narrative statement for that standard.

All Improvement Action Plans

When the study committee identifies needed, significant improvement in a standard, a recommendation for possible development of an action plan should be made to the Coordinating Committee.

Copy this page and the Criteria for Accreditation (pages vii, viii) for each study committee working on standards.

REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT

Standard for Philosophical Foundation *(continued)*

Verification Narrative for Philosophical Foundation:

Standard for Community and Constituency *(continued)*

Verification Narrative for Community and Constituency:

Standard for Administration *(continued)*

- I. The principal promotes an environment that fosters an appreciation and respect for diversity and multiculturalism among colleagues, staff, children and families.
- J. Administrators cooperate with the local conference office of education to implement a plan of classroom supervision and evaluation of instructional personnel that fosters professional growth.
- K. The principal encourages and supports the use of innovative instructional strategies that enhance student learning
- L. The principal promotes a variety of partnerships among the school, home, church, business, and community.
- M. The operating board and principal cooperate with the local conference office of education in employing qualified personnel for all positions and employment status, and staff who commit to supporting the philosophy and mission of the program. (Note: To qualify for Florida Gold Seal, the director must be 21 years of age and meet one of three criteria as required by the state’s Gold Seal for administrators credential).....
- N. The principal maintains a record-keeping system to ensure the security of all school, student, locally funded staff, volunteers and local governing board information.
- O. The principal cooperates with the local conference office of education to ensure that non-instructional personnel are qualified, oriented with written job descriptions, and aware of their influence on students.
- P. The principal ensures that student supervision is provided during school hours and at school functions, and that teacher-student ratios are maintained per Union/Conference policy, accreditation standards and applicable regulations by civil authorities.....
- Q. The principal cooperates with the local conference office of education to ensure compliance with denominational policies and governmental regulations regarding insurance coverage, health and safety requirements and employment practices.
- R. Proper orientation is given for new board members, staff, and volunteers working with students.
- S. Locally funded employment compensations such as wages, Social Security, FMLA benefits, etc. are in compliance with state and federal requirements and a plan for recruiting and retaining quality staff is in place.

Standard for Administration (continued)

- T. All personnel receive written job descriptions, an employee handbook, and annual policy updates.....

- U. Annual training and new employee orientation is provided by qualified individuals to all staff and volunteers in such areas as blood-borne exposure control and protection procedures, sanitation policies, use of fire extinguishers, emergency health and safety procedures, teacher-child ratios, supervision structures, curriculum presentation and use, communication with parents, discipline policies and procedures, etc.....

- V. Admission policies and procedures for enrolling pre-kindergarteners are in compliance with Southern Union Education Codes and civil authorities....

- W. Medication administration and storage procedures by authorized staff are maintained as required per civil authorities.

- X. A specific field trip policy and procedure that ensures parent notification and permission, organized roll checks before, during and upon return, adult-child supervision ratios and transportation routines are maintained as required by risk management guidelines and civil authorities.

- Y. The administrator has record of each parent receiving copies of policies such as discipline, program operation, finance, emergency closings, etc.

- Z. Annually, the educational program administration and staff make an informal evaluation of practices and create an improvement plan that consists of short-and long-term goals based on child development research and best practices.

- AA. The administrator cooperates with the local conference office of education to conduct a written evaluation of locally funded employees, i.e., teachers and support staff no more than six months into the first year of employment and annually thereafter in a process that contributes to the staff members' professional development.

- BB. Inter-staff communication procedures are clearly defined and followed to ensure smooth and safe operation of the program.

Overall rating for this standard

Standard for Administration *(continued)*

Verification Narrative for Administration:

4. Standard for Staff Development

Standard: *Staff-development programs are planned and implemented to enhance the professional development of school personnel, integrating new knowledge, information, and teaching methodologies identified through current research.*

The standard/indicator of implementation is:	1—not met. 2—partially met. 3—met. 4—exceptionally met.
--	--

Indicators of Implementation: **1 2 3 4**

- | | | | | | |
|----|---|---|---|---|---|
| A. | Personnel participate in an ongoing program of professional development. | □ | □ | □ | □ |
| B. | Personnel have access to and use current professional materials and resources. | □ | □ | □ | □ |
| C. | Personnel hold memberships in professional organizations. | □ | □ | □ | □ |
| D. | All pre-kindergarten staff responsible for the education of young children obtain a minimum of twelve clock hours per year of continuing education provided by a qualified entity in such areas as emergent literacy and mathematics, observations and assessment, health and safety, family and community relations, communication, child development, classroom and program management, educational technology, legal issues, etc. (Note: for those seeking Florida Gold Seal status, the director and all staff are required to have 30 clock hours of continuing education in the first year of employment and 24 clock hours each year thereafter.) | □ | □ | □ | □ |

Overall rating for this standard □ □ □ □

Standard for Staff Development *(continued)*

Verification Narrative for Staff Development:

5. Standard for Curriculum and Instruction

Standard: *The curriculum is the core of the school and reflects the goals and needs of students, providing for their spiritual, social, physical, mental, and emotional development.*

The standard/indicator of implementation is:

1—not met.
2—partially met.
3—met.
4—exceptionally met.

- | Indicators of Implementation: | 1 | 2 | 3 | 4 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| A. The curriculum goals reflect the stated mission and philosophy of the school and are aligned with NAD curriculum goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. The belief that the Bible is the revelation of God and the foundation of all knowledge is upheld. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. The instructional program reflects a thorough infusion of spiritual values and Adventist beliefs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. The instructional program provides a variety of learning experiences to meet individual abilities, backgrounds, needs, interests, and learning styles. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. The instructional program is evaluated and updated regularly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F. Academic progress and assessment results are communicated to students and parents on a regular basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G. The student-assessment program uses a variety of strategies in the learning process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H. Student-assessment results and progress are communicated to parents on a regular and timely basis. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I. Child assessments / observations are conducted and recorded by trained personnel in such areas as child’s progress, developmental levels, multiple intelligences, learning styles and preferences, and maintained confidential.... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Standard for Curriculum and Instruction *(continued)*

J. Instructional staff show consistent involvement and interaction with students and use affectionate, supportive words in conversation to foster healthy, social and emotional development.....

K. Developmentally appropriate materials, grouping, scheduling, activities, equipment and other supplies, are used to meet educational objectives for young children.....

L. Children with identified disabilities / special needs have received an individual program plan developed by and reviewed through a team which includes teacher, parent, and specialist.....

Overall rating for this standard

Standard for Curriculum and Instruction *(continued)*

Verification Narrative for Curriculum and Instruction:

6. Standard for the Media Center

Standard: *The media center provides resources that support and enrich the educational program.*

The standard/indicator of implementation is:

1—not met.

2—partially met.

3—met.

4—exceptionally met.

Indicators of Implementation:

1 2 3 4

A. The media center has a balanced collection of appropriate library materials, including denominational publications, in both print and electronic forms.

B. Personnel provide orientation in locating and evaluating information sources that support student learning.

Overall rating for this standard

Standard for Media Center *(continued)*

Verification Narrative for Media Center:

7. Standard for Student Activities

Standard: *Student activities, as an integral part of the educational program, are designed to meet the needs, personal interests, and goals of students.*

The standard/indicator of implementation is:

1—*not met.*
 2—*partially met.*
 3—*met.*
 4—*exceptionally met.*

Indicators of Implementation:	1	2	3	4
A. Student activities are planned and supervised within established policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. School activities reflect the philosophy and purpose of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Student activities are sufficient in number and variety to meet the needs and interests of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Student activities include witnessing/service opportunities that are integrated throughout the school curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall rating for this standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Standard for Student Activities *(continued)*

Verification Narrative for Student Activities:

8. Standard for Student Services

Standard: *Student support services meet the needs of student..*

The standard/indicator of implementation is:

- 1—not met.
- 2—partially met.
- 3—met.
- 4—exceptionally met.

Indicators of Implementation:	1	2	3	4
A. Programs and procedures meet the needs of students in areas such as health, academic assistance, career exploration, and counseling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Food service, when provided, meets the nutritional requirements of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Administrative records include mandated information about immunizations and physical examinations and are kept confidential and in a locked file as is other personal information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Procedures are in place to respond to illnesses, injuries, and other emergencies, and a log of service including medication dissemination is kept per civil regulations and denominational policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Vehicles used to transport students are in compliance with governmental regulations and denominational policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Provisions for staff to receive special training for attending to young children with special medical needs are in place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Annual health and developmental screenings for the children are scheduled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Educational personnel are trained in ongoing child observation, documenting significant changes in a student’s pattern of behavior and / or physical condition, informing parents of these changes and filing information per risk management and “Best Practice” guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Menus, detailed ingredient lists, and information regarding food groups, nutritional choices, and quantities in all meals and snacks served, all of which are age-appropriate and meet nutritional requirements, are posted, on file in office, and made available to parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- J. Food, whether provided by the school or brought from home, is stored, prepared and served in compliance with civil regulations and denominational policies.
 - K. Sufficient First Aid supplies and an adequate number of employees with current certification in First Aid, adult and child CPR are on the premises at all times students are present and accompany children on field trips.
 - L. Accident/incident reports on students are documented, shared with parents, and maintained appropriately on file.
 - M. Staff have been trained to recognize signs of child abuse/child neglect, to follow procedures for reporting abuse, to keep the information confidential, to maintain abuse prevention compliance in the program and to follow state laws regarding their responsibilities for reporting.
 - N. A procedure, per regulatory policies, is in place for maintaining clean bedding for young children.
 - O. An established plan is followed regularly for clean-up, hand-washing routines of adults and children, sanitizing toys, classroom and kitchen equipment to maintain a healthy environment for everyone.
- Overall rating for this standard**

Standard for Student Services *(continued)*

Verification Narrative for Student Services:

9. Standard for School Facilities

Standard: *The school plant and site are designed, operated, and maintained to achieve the school's mission and purpose.*

The standard/indicator of implementation is:

1—not met.
2—partially met.
3—met.
4—exceptionally met.

Indicators of Implementation:	1	2	3	4
A. The school is identified by an appropriate sign and displays the national flag.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The campus and school buildings are designed to enhance the administrative, instructional, and co-curricular programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The campus, buildings and playgrounds are attractive, neat, clean, and well maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Each school building and outdoor area is regularly inspected to ensure that fire, health, and safety regulations are met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Pre-kindergarten classrooms are structurally designed to stimulate age-appropriate learning, encourage exploration and experimentation with large and small groups of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. The classroom atmosphere provides adequate lighting, temperature and ventilation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. The building and outdoor spaces for pre-kindergarten provide, at a minimum, adequate square footage per regulatory rules for the number of children enrolled.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. All entrances and exits are clearly identified at all times.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. The pre-kindergarten program supplies child-sized furnishings that are comforting and appropriate. There are designated areas for shelving and storage that are easily accessible for individual use by adults and children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J. Drinking water is readily available and accessible to little children.

K. The facility is designed with sufficient number of appropriate sized sinks and toilets with soap and paper towels accessible for the children.

L. Outdoor play equipment is appropriate, varied and sufficient for the number of pre-kindergarten children.

M. The pre-kindergarten play area is clearly identified, appropriately fenced, and facilitates sun and shade areas. Ground cover meets safety standards and allows for varied play/interactions.

Overall rating for this standard

Standard for School Facilities *(continued)*

Verification Narrative for School Facilities:

10. Standard for Information Technology

Standard: *The integration of information technology enhances work efficiency and learning enrichment throughout the school program.*

The standard/indicator of implementation is:	1—not met. 2—partially met. 3—met. 4—exceptionally met.
--	--

- | Indicators of Implementation: | 1 | 2 | 3 | 4 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| A. Adequate technology is available to support and enhance student learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Technology is integrated throughout the instructional program to support and enhance student learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Technology is provided to staff and students with appropriate orientation for office, class, and personal applications. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall rating for this standard | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Standard for Information Technology *(continued)*

Verification Narrative for Information Technology:

Section 4

Subject-Area Evaluations

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INSTRUCTIONS FOR EVALUATING SUBJECT AREAS & PRE-KINDERGARTEN CLASSROOMS

The following steps will guide the teachers in completing the subject-area and pre-kindergarten classrooms.

Materials needed for each teacher:

1. This page of instructions
2. Teacher Instructional Profile
 - ♦ Each teacher will complete a set of general questions regarding the instructional program in brief narrative responses.
3. The assigned subject-area / early childhood sections, i.e., Kindergarten and Pre-Kindergarten

Instructions for each section (A–E) in the subject areas:

- A. **Introductory Statement:** A general statement about the area, and its purpose and relevance within the Adventist curriculum is provided.
- B. **Instructional Goals:** The instructional goals, synthesized from the NAD curriculum guide, have been provided for each subject area. Teachers may include additional goals for specific or unique aspects of the instructional program.
- C. **Instructional Assessment:** This series of questions will be used to determine the effectiveness of the instructional program in the specific area. The teacher is to provide the information requested in brief narrative responses.
- D. **Evaluation:** Three summative statements provide the teacher an opportunity to highlight the strengths of the instructional program in this specific area and to cite evidence of student learning.
- E. **Recommendations for Improvement:** The teacher is to recommend improvements to the instructional program in this specific area. Some of these recommendations may be used by the Coordinating Committee to develop action plans.

The completed subject-area and early childhood sections will be submitted to the Coordinating Committee.

REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT

7. What methods are used to create an awareness of career opportunities? Give examples of subject-related connections.

8. How is technology integrated in classroom instruction to support and enhance the curriculum?

9. How is *Journey to Excellence* used to develop and enhance the instructional program?

10. How do you introduce students to Jesus as Savior and Friend, and support a growing relationship with Him?

LANGUAGE ARTS/READING

A. Introductory Statement

The ability to listen, speak, read, and write with ease and accuracy is essential for learning and living. The study of language arts/reading is basic to the educational program. It provides students the opportunity to develop thinking processes and communication skills. Seventh-day Adventist education recognizes these basic skills as essential for productive citizenship and for comprehending the good news of salvation and sharing it with others.

As reading competency is developed, the individual's recognition of reading as a valuable source of knowledge, pleasure, and spiritual growth should also increase. What one reads should provide a better understanding of one's relationship and responsibility to God and to humanity.

B. Instructional Goals

The language arts/reading program will assist the students to:

1. Develop optimum reading skills to facilitate reading for learning and pleasure.
2. Become discerning/discriminating readers, identifying quality literature in harmony with Christian principles.
3. Develop perception and sensitivity through literature that portrays the beauty of language.
4. Enhance their understanding of God, others, and self through experiences with literature.
5. Listen and observe purposefully in acquiring, interpreting, and evaluating information.
6. Communicate ideas clearly, accurately, and effectively in written and spoken language.
7. Write for practical, creative, and aesthetic purposes with clarity and precision.
8. Speak effectively and appropriately when addressing various audiences under varying circumstances.
9. Acquire the essential language and study skills essential to functioning as a productive citizen in the church and in society.
10. Develop analytical thinking and evaluation skills for selecting media suitable for learning and/or personal enjoyment.

C. Instructional Assessment

1. How is the NAD-adopted reading program used in the instructional program?

2. Describe the processes used to assess student ability for placement, instruction, and mastery.

3. What provisions are made to accommodate the levels of student learning and comprehension within and across grade levels?

4. How is instruction of spelling and handwriting integrated into the language arts program?

5. Give examples of how the instruction of reading and writing includes a variety of genre.

6. What opportunities are given to students for the practice of listening and speaking skills in a variety of settings.

7. Describe what strategies are employed for teaching reading across the curriculum.

8. What criteria are applied that indicate a sensitivity to diversity and Adventist values in the selection of supplementary materials?

9. What motivational techniques are employed to encourage students to become life-long readers for pleasure?

The following materials and equipment are available and used in the language arts/reading program:

	Yes	No
1. Handwriting charts/wall strips	<input type="radio"/>	<input type="radio"/>
2. Grade-level appropriate dictionaries	<input type="radio"/>	<input type="radio"/>
3. Thesaurus	<input type="radio"/>	<input type="radio"/>
4. Poetry books	<input type="radio"/>	<input type="radio"/>
5. Library/trade books	<input type="radio"/>	<input type="radio"/>
6. Recorded books/stories/poems	<input type="radio"/>	<input type="radio"/>
7. Computer software	<input type="radio"/>	<input type="radio"/>
8. Magazines/newspapers	<input type="radio"/>	<input type="radio"/>
9. NAD Small-Schools English Guide	<input type="radio"/>	<input type="radio"/>
10. NAD Small-Schools Spelling Guide	<input type="radio"/>	<input type="radio"/>
11. Online resources	<input type="radio"/>	<input type="radio"/>
12. Other: _____	<input type="radio"/>	<input type="radio"/>

D. Evaluation

1. List the improvements in this subject area implemented during the past three years.
2. Identify strengths of this content area. Cite evidence.
3. Describe how the improvements and strengths noted in items 1 and 2 have an impact on student learning.

E. Recommendations for Improvement

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

MATHEMATICS

A. Introductory Statement

Mathematics education should equip students with essential skills for making the many mathematics computations and practical applications of math concepts necessary for living in our technological society. Mathematics instruction must assist students in developing analytical and critical-thinking skills. Opportunities should also be provided for students to discern the mathematical patterns the Creator has given in nature, thus increasing appreciation for its beauty, order, and symmetry.

B. Instructional Goals

The mathematics program will assist the students to:

1. Gain an understanding and appreciation for the Creator God, who is orderly, precise, and infinite.
2. Develop an appreciation for God's faithfulness and dependability as illustrated in the constancy and predictability of mathematical rules.
3. Understand the importance of Christian principles and ethics in mathematical applications.
4. Acquire skill and confidence in performing, communicating, and connecting mathematical concepts.
5. Develop competency in the use of mathematical terms and in measurement skills.
6. Learn to collect, process, properly represent, and interpret statistical data and information.
7. Develop analytical-reasoning, critical-thinking, and problem-solving skills.
8. Acquire skills in selecting and using appropriate technology in mathematics problem solving.

C. Instructional Assessment

1. Describe the processes used to assess student ability for placement, instruction, and mastery.
2. What provision is made for reinforcement and evaluation?
3. Explain the instruction process used in the introduction of new concepts.
4. Describe the techniques employed to move students from concrete to abstract concepts.
5. What opportunities are given for students to appreciate the Creator as a God of order?
6. Give examples of the use of technology to enhance and support instruction.
7. Describe the opportunities for students to develop critical-thinking skills and apply math concepts to daily life.

RELIGION AND WITNESSING/SERVICE

A. Introductory Statement

“The science of redemption . . . is the highest study in which it is possible for man to engage.” —*Education*, p. 126. The source book for this study is the Word of God—the Bible. The study of God’s Word is central to the mission of Seventh-day Adventist Christian education, and it is central to the curriculum. The instructional program for religion is designed to help students know God so they will respond with love, trust, and obedience to Him. They will understand the science of salvation, accept God’s saving grace through Jesus Christ, and make Him the focal point of their lives.

Students will be led to understand and endorse the teachings of the Seventh-day Adventist Church and accept the commission of Jesus to witness for Him in their daily lives. “True education means more than the pursuit of a certain course of study. . . . It prepares the student for the joy of service in this world and for the higher joy of wider service in the world to come.” —*Education*, p. 13.

B. Instructional Goals

The religion program will assist the students to:

1. Understand and appreciate the workings and purposes of the Trinity—the Father, the Son, and the Holy Spirit.
2. Recognize the authenticity and authority of the Bible as a primary source of knowledge about the Creator God.
3. Develop an understanding and experience that the purpose of Bible study is to become more like God—more open to the influence of His spirit.
4. Recognize that God has created a universe and humankind on earth with the privileges and responsibilities of free will and personal choice.
5. Develop an understanding of the great rebellion of Satan, its effects on the universe, and God’s love in providing a plan of redemption.
6. Become a committed, loyal, loving Seventh-day Adventist Christian through Bible study, prayer, and group interaction.
7. Understand and accept the role of the prophetic gift as evidenced in Scripture and in the writings of Ellen G. White.
8. Develop a personal sense of mission and understanding that sharing one’s faith is a natural outgrowth of acquiring knowledge about, and developing a relationship with God.

9. Identify the spiritual, physical, intellectual, and emotional needs of others and respond with loving care and courtesy.
10. Develop a lifestyle of witnessing and assume personal responsibility for helpful service in the home, school, church, and community.

C. Instructional Assessment

1. Describe how the Bible is used as a primary source of spiritual knowledge and insight.
2. Explain the use of Ellen G. White writings to expand biblical concepts, principles, and events.
3. What opportunities are provided for students to express personal belief in and commitment to Jesus Christ?
4. Describe the activities designed to assist the students in spiritual growth.
5. How is the uniqueness of the Adventist message emphasized in the instructional program?
6. List activities provided to encourage student interest and participation through witnessing and service opportunities.
7. How are students prepared for witnessing and service experiences?

The following materials and equipment are available and used:

	Yes	No
1. Bibles—various versions and appropriate for grade	<input type="radio"/>	<input type="radio"/>
2. Maps of Bible lands	<input type="radio"/>	<input type="radio"/>
3. Bible charts, posters, and pictures	<input type="radio"/>	<input type="radio"/>
4. Bible storybooks (<i>Bible Pageant, The Bible Story</i>)	<input type="radio"/>	<input type="radio"/>
5. Bible dictionaries and handbooks	<input type="radio"/>	<input type="radio"/>
6. Index to the writings of E. G. White	<input type="radio"/>	<input type="radio"/>
7. SDA Bible Commentary series	<input type="radio"/>	<input type="radio"/>
8. Cassettes, CDs, DVDs, and videos	<input type="radio"/>	<input type="radio"/>
9. Computer software	<input type="radio"/>	<input type="radio"/>
10. Other: _____	<input type="radio"/>	<input type="radio"/>

D. Evaluation

1. List the improvements in this subject area implemented during the past three years.

2. Identify strengths of this content area. Cite evidence, if available.

3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

E. Recommendations for Improvement

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

SCIENCE

A. **Introductory Statement**

An understanding of science fosters in students an increased understanding of God's creative and sustaining power. True science is a revelation of the character of God. It is essential that students acquire a knowledge of basic scientific principles and their effect on the quality of spiritual, social, moral/ethical, and economic life. The science curriculum and instructional program should include fundamental science concepts, the application of scientific methods of inquiry in laboratory experiences, and problem-solving skills—all skills that are essential for understanding our modern scientific/technological society and the awesome wonders of God's creation.

B. **Instructional Goals**

The science instructional program will assist the students to achieve the following:

1. Develop an appreciation for the study of science as a means of learning about God—as Designer, Creator, and Sustainer of universal natural laws.
2. Understand the importance of exercising faith in relating scientific data to the Scriptures and other inspired writings.
3. Acquire knowledge of biological, physical, earth, and health sciences consistent with their level of readiness.
4. Extend their understanding of processes, concepts, generalizations, and unifying principles through guided study, research, and laboratory/field activities.
5. Develop fundamental skills in basic scientific methods—gathering, organizing, interpreting, and communicating scientific information.
6. Recognize the relationships of science, technology, and society—evaluating their potential for good and the limitations of each.
7. Develop proficiency in critical and creative thinking and applying problem-solving strategies to everyday situations and problems.
8. Establish a framework of Christian principles for responsible stewardship of natural resources and personal health.
9. Recognize ethical applications of scientific knowledge and the importance of critical analysis in considering conflicting ideas and concepts.
10. Evaluate interests, aptitudes, and abilities necessary for career opportunities in science.

C. Instructional Assessment

1. What opportunities are provided for students to acknowledge God as the Creator?

2. What opportunities are provided for students to engage in scientific inquiry and exploration?

3. Describe the types of hands-on activities used to enhance learning.

4. Give examples of how technology enhances and supports the instruction.

5. Explain how good health and nutrition practices are taught, implemented and maintained throughout the year.

The following materials and equipment are available and used:		Yes	No
1.	Age-appropriate charts and posters	<input type="radio"/>	<input type="radio"/>
2.	Appropriate models	<input type="radio"/>	<input type="radio"/>
3.	Microscopes	<input type="radio"/>	<input type="radio"/>
4.	Slides, transparencies, videos, DVDs	<input type="radio"/>	<input type="radio"/>
5.	Computer software	<input type="radio"/>	<input type="radio"/>
6.	Laboratory supplies and equipment	<input type="radio"/>	<input type="radio"/>
7.	Other: _____		

SOCIAL STUDIES

A. Introductory Statement

The social studies program in Seventh-day Adventist schools is designed to emphasize the theme of God's guiding hand in history and His loving concern for humanity. It endeavors to give students an opportunity to develop an appreciation for the biblical concepts of human worth and the value of service to humanity. Social studies acquaints students with the contributions of different cultures to the developing story of humankind and encourages them to become responsible citizens.

B. Instructional Goals

The social studies program will assist the students to:

1. Develop an understanding of the origin, nature, purpose, and destiny of humanity based on a Seventh-day Adventist worldview.
2. Acquire a knowledge of factual historical information and recognize the relevance of historical events on civilization throughout the ages.
3. Recognize God's purpose for people and nations by relating history with Bible prophecy.
4. Analyze, evaluate, and apply information gained through the use of a variety of research and study skills.
5. Communicate historical information and interpretations effectively.
6. Demonstrate the skills essential for effective social interaction and cooperation with others.
7. Develop a personal system of ethics for responsible citizenship based on integrity, morality, and personal responsibility.
8. Recognize the value of patriotism and accept the privilege of serving others through the rights and responsibilities of citizenship.
9. Develop the judgment, perspectives, and analytical skills essential for a productive citizen participating in a contemporary society.
10. Develop a value system based upon respect for human and civil rights, religious tolerance, and multicultural understanding.
11. Develop an individual sense of identity, purpose, and importance in the human story.
12. Participate in activities that demonstrate Christian concern for and acceptance of the world mission of the Seventh-day Adventist Church.

C. Instructional Assessment

1. How does the instructional program emphasize the world mission of the Adventist Church?

2. Give examples of the use of technology to enhance and support instruction.

3. Describe how students are encouraged to respect the diverse religious, social, ethnic, and cultural values of others.

4. Briefly explain how reference and study skills are emphasized.

The following materials and equipment are available and used in the social studies program:

	Yes	No
1. Current world globe and/or atlas	<input type="radio"/>	<input type="radio"/>
2. Current maps appropriate for grade level/subject	<input type="radio"/>	<input type="radio"/>
3. Videos, CDs, DVDs, and cassettes	<input type="radio"/>	<input type="radio"/>
4. Radio, television, and VCRs	<input type="radio"/>	<input type="radio"/>
5. Magazines/newspapers for current events	<input type="radio"/>	<input type="radio"/>
6. Computer software	<input type="radio"/>	<input type="radio"/>
7. Internet access	<input type="radio"/>	<input type="radio"/>
8. Other: _____		

D. Evaluation

1. List the improvements in this subject area implemented during the past three years.
2. Identify strengths of this content area. Cite evidence, if available.
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

E. Recommendations for Improvement

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

COMPUTER EDUCATION

A. **Introductory Statement**

Training in computer technologies and business education is essential to success in many aspects of life in the changing world of the twenty-first century. Principles of Christian stewardship, service, and decision making are infused into a curriculum of skill development that prepares students for life and successful careers. The “head-heart-hand” characteristics of business and computer education give it potential for inculcating traits, qualities, and truths that affect the learner for life.

B. **Instructional Goals**

The computer curriculum and instructional program will assist the students to:

1. Understand the application of Christian principles and ethics in business and in the use of computer technology.
2. Acquire an understanding of the importance of Christian stewardship, philanthropy, and personal economy in the management of personal resources.
3. Explore the use of technology in sharing the basic tenets of the Seventh-day Adventist Church.
4. Enhance confidence in decision making, project development, and problem solving using computer technology.
5. Develop initiative, good judgment, and proper work habits in business/computer projects.
6. Acquire competency in the use of basic computer applications/programs.
7. Develop basic keyboarding skills and efficient use of computer peripheral equipment.
8. Understand the role and function of computer technology in various aspects of society.
9. Experience the use of technology in creative projects and commercial productions.
10. Acquire a knowledge of career opportunities in business and fields using computer technology.

D. Evaluation

1. List the improvements in this subject area implemented during the past three years.
2. Identify strengths of this content area. Cite evidence, if available.
3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

E. Recommendations for Improvement

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

FINE ARTS

A. **Introductory Statement**

To study the arts is to experience the universal language of emotions and ideas that transcends time, culture, and geography. In the act of appreciating, creating, and evaluating a variety of fine arts, students develop a sense of that which is aesthetically pleasing and spiritually inspiring and a gift of the Creator God.

B. **Instructional Goals**

The fine arts program will assist the students to:

1. Recognize their unique artistic talents and create a desire to use them to serve and glorify the Creator God.
1. Value the arts as a means of self-expressive communication with God and humanity.
2. Develop the ability to make aesthetic judgments by critiquing works of art and music.
3. Develop confidence and proficiency in their artistic skills and abilities.
4. Experience the use of technology in creative expression.
5. Acquire a knowledge of career opportunities in the fine arts.
6. Develop spirituality by supporting their understanding and relationship with a God of beauty and inspiration.
7. Participate with increasing skill in fine arts experiences consistent with Christian principles.
8. Cultivate an awareness and appreciation of the arts in various cultures and historical periods.
9. Develop an appreciation for the influence of the arts on society and in their personal lives.
10. Learn to use discriminate criteria in selecting music for personal enrichment.

The following materials and equipment are available:

	Yes	No
1. Brushes	<input type="radio"/>	<input type="radio"/>
2. Mediums: chalk, clay, paint, etc.	<input type="radio"/>	<input type="radio"/>
3. Variety of papers	<input type="radio"/>	<input type="radio"/>
4. Books and pictures of art and artists	<input type="radio"/>	<input type="radio"/>
5. Computer software	<input type="radio"/>	<input type="radio"/>
6. Charts of music instruments, notes, and symbols	<input type="radio"/>	<input type="radio"/>
7. Piano and/or electronic keyboard	<input type="radio"/>	<input type="radio"/>
8. Audio playback equipment	<input type="radio"/>	<input type="radio"/>
9. Cassette tapes, CDs, and DVDs	<input type="radio"/>	<input type="radio"/>
10. Composers' biographies and posters/pictures	<input type="radio"/>	<input type="radio"/>
11. Rhythm instruments	<input type="radio"/>	<input type="radio"/>
12. Other: _____		

D. Evaluation

1. List the improvements in these subject areas implemented during the past three years.

2. Identify strengths in this area. Cite evidence, if available.

3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

E. Recommendations for Improvement

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this area.

PHYSICAL EDUCATION

A. **Introductory Statement**

Because physical fitness and health are vital to the development of the body, mind, and spirit, the physical education program is very important in a Seventh-day Adventist school. As an integral part of the education of all students, physical education should be enjoyable and success oriented. The program should assist students to develop knowledge, attitudes, and skills that will result in practices necessary to maintain lifelong physical, social, emotional, and mental health.

B. **Instructional Goals**

The physical education program will assist the students to:

1. Enhance their understanding of God as the Creator and Sustainer of life and health.
2. Develop a realization that responsible Christian stewardship includes maintaining physical health.
3. Experience physical development and activities that contribute toward lifelong participation in physical activities.
4. Pursue the highest levels of fitness/wellness for success in work and play, creating a strong sense of well-being.
5. Develop positive self-worth and personal potential through active physical exercise and sports.
6. Understand the importance and balance of independence and teamwork in physical activities, identifying the importance of cooperation.
7. Demonstrate increasing physical agility, balance, coordination, efficiency, and flexibility.
8. Develop improved muscle tone, strength, and endurance.
9. Acquire qualities necessary for good sportsmanship and teamwork, such as self-control and respect for others.
10. Demonstrate a knowledge of rules and strategies commonly practiced in a wide variety of individual and group activities/sports.

KINDERGARTEN

A. Introductory Statement

The early years are critical in the life of the child and form the basis for character development and success in later formal education. Emphasis should be placed on surrounding the young child with a rich experiential environment.

Seventh-day Adventist kindergartens offer a transitional experience that extends the home and early childhood programs into the elementary school. As such, it provides a flexible program that considers the developmental stages of children as well as individual differences.

B. Instructional Goals

The primary goal of the Seventh-day Adventist school kindergarten program is to acquaint young children with God through a combined study of nature and the Scriptures. In this environment they are stimulated to observe, explore, think, discover, experiment, speak, manipulate, model, and create. The prescribed kindergarten program will be reflected in the following goals:

1. Spiritual—The students will:
 - a. Accept the Bible as God's Word to them.
 - b. Worship God with joy and reverence.
 - c. Know Jesus as a personal Friend.
 - d. Recognize their value as children of God.
 - e. Develop Christ-like characters.
 - f. Have a knowledge and understanding of Adventist beliefs and lifestyle.

2. Social/Emotional—The students will:
 - a. Accept moments of success, disappointment, and failure.
 - b. Have realistic expectations of themselves.
 - c. Participate in a variety of activities.
 - d. Perform various classroom responsibilities.
 - e. Respond to their teachers and peers in an appropriate manner.
 - f. Develop self-control, respect for others, willingness to share, and a sense of fair play.
 - g. Demonstrate a willingness to try new experiences.
 - h. Develop self-reliance.
 - i. Use communication skills for effective interaction.
 - j. Show respect for property.
 - k. Appreciate the value of friendship.

3. Cognitive—The students will:
 - a. Attend to and complete tasks.
 - b. Develop problem-solving skills.
 - c. Exhibit appropriate communication skills.
 - d. Show an active interest in their environment and an eagerness to learn.
 - e. Apply reasoning from cause to effect in their behavior.
4. Physical—The students will:
 - a. Participate in both indoor and outdoor physical activities.
 - b. Increase both fine and gross motor skills.
 - c. Demonstrate safe practices in their total environment.
 - d. Show increased awareness and practice of health habits.

C. Instructional Assessment

1. How are the NAD kindergarten curriculum materials used in the instructional program?
2. How are spiritual values infused throughout the kindergarten program?
3. How does the structure of the kindergarten program provide for a variety of activities and experiences to meet individual needs of students?
4. What multi-sensory and motor skills are used as prewriting and pre-reading activities?

The following materials are available and used in the kindergarten program:

	Yes	No
NAD curriculum materials	<input type="radio"/>	<input type="radio"/>
Child evangelism materials	<input type="radio"/>	<input type="radio"/>
Songbooks	<input type="radio"/>	<input type="radio"/>
Teacher resource books	<input type="radio"/>	<input type="radio"/>
Parenting books	<input type="radio"/>	<input type="radio"/>
Books, nature magazines	<input type="radio"/>	<input type="radio"/>
Pictures, games, puzzles, sewing cards	<input type="radio"/>	<input type="radio"/>
Flannel board and flannel aids	<input type="radio"/>	<input type="radio"/>
Magnetic alphabet board and letters	<input type="radio"/>	<input type="radio"/>
Building blocks and woodworking equipment	<input type="radio"/>	<input type="radio"/>
Tinkertoys® and LEGO® construction toys	<input type="radio"/>	<input type="radio"/>
Materials for drawing, coloring, painting	<input type="radio"/>	<input type="radio"/>
Materials for clay sculpture	<input type="radio"/>	<input type="radio"/>
Materials for cutting and pasting	<input type="radio"/>	<input type="radio"/>
Rhythm instruments	<input type="radio"/>	<input type="radio"/>
CD/DVD player and appropriate CDs/DVDs	<input type="radio"/>	<input type="radio"/>
Playhouse	<input type="radio"/>	<input type="radio"/>
Child-size play furniture	<input type="radio"/>	<input type="radio"/>
Wheel toys	<input type="radio"/>	<input type="radio"/>
Terrarium and aquarium	<input type="radio"/>	<input type="radio"/>
Specimens (rocks, shells, feathers)	<input type="radio"/>	<input type="radio"/>
Cooking utensils	<input type="radio"/>	<input type="radio"/>
Measuring equipment	<input type="radio"/>	<input type="radio"/>
Magnifying glasses	<input type="radio"/>	<input type="radio"/>
Magnets, compasses	<input type="radio"/>	<input type="radio"/>
Balls, bean bags, ropes	<input type="radio"/>	<input type="radio"/>
Balance beam	<input type="radio"/>	<input type="radio"/>
Sandbox	<input type="radio"/>	<input type="radio"/>
Climbing equipment	<input type="radio"/>	<input type="radio"/>
Water play area	<input type="radio"/>	<input type="radio"/>
Maps, globes	<input type="radio"/>	<input type="radio"/>
Other: _____		

MODERN LANGUAGES

A. **Introductory Statement**

Because of the communication links, global transportation systems, and global economy that have developed in our modern world, it is essential that students acquire the ability to understand and communicate effectively with people of other cultures and languages. The modern language curriculum will help students develop these skills and abilities. The Seventh-day Adventist Church is an international church with a global mission of sharing the gospel, thus it is imperative that the study of modern languages be an integral part of the curriculum.

B. **Instructional Goals**

The modern language program will assist the students to:

1. Develop the communication skills of listening, speaking, reading, and writing a second language.
2. Enhance intellectual acuity for learning in all disciplines and improve social sensitivity.
3. Foster the development of an attitude of inquiry into the concepts, values, and worldview of other people and cultures.
4. Acquire a broad understanding of and appreciation for literature and the arts of other cultures and language groups.
5. Develop a desire for language proficiency and linguistic ability that will encourage lifelong learning in languages.
6. Understand the importance of personal involvement in carrying out the gospel commission through preparation for effective witness/service in an international church.
7. Engender additional employment opportunities, local and international, through the development of modern language skills.

C. Instructional Assessment

1. Describe opportunities provided for students to experience, practice, and use the language.

2. How does the modern language program foster an appreciation for cultural and ethnic diversity?

D. Evaluation

1. List the improvements in this subject area implemented during the past three years.

2. Identify strengths of this content area. Cite evidence, if available.

3. Describe how the improvements and strengths noted in items 1 and 2 have had an impact on student learning.

E. Recommendations for Improvement

After reviewing your responses to sections C–D, list in order of priority improvements recommended for this subject area.

PRE-KINDERGARTEN

A. Introductory Statement

Attention to pre-kindergarten children is imperative to the foundation of a child's character development and success.

The Seventh-day Adventist pre-kindergarten offers an opportunity for four-year-olds to extend their learning experience in a developmentally appropriate classroom. Based on their age, individual levels and learning styles, such an informal environment fosters natural curiosity and stimulates their cognitive, physical, social, emotional and spiritual growth.

B. Instructional Goals

The fundamental goal of the Seventh-day Adventist pre-kindergarten program is to encourage young children to develop their relationship with God through a safe, interactive, Christ-centered environment. In this environment they are stimulated to observe, explore, think, discover, experiment, speak, manipulate, model, and create. The pre-kindergarten program will be reflected in the following goals.

1. Spiritual — The students will:
 - a. Know Jesus as a personal friend.
 - b. Worship God with joy and reverence.
 - c. Value/accept the Bible as God's Word to them.
 - d. Recognize their value as children of God.
 - e. Develop Christ-like characters
 - f. Have a knowledge and understanding of Seventh-day Adventist beliefs and lifestyle.

2. Social/Emotional – The students will:
 - a. Participate in a variety of activities.
 - b. Develop realistic expectations of themselves.
 - c. Accept moments of success, disappointment and failure.
 - d. Demonstrate a willingness to try new experiences.
 - e. Develop communication skills for effective interaction.
 - f. Perform various classroom responsibilities.
 - g. Respond to teachers and peers in an appropriate manner.
 - h. Develop self-control, fair play, respect for others and willingness to share.
 - i. Practice using good manners.
 - j. Develop self-help skills.
 - k. Appreciate the value of friendship.
 - l. Show respect for property.

3. Cognitive— The students will:
 - a. Attend to and complete tasks.
 - b. Develop appropriate problem solving and decision making skills.
 - c. Exhibit appropriate communication skills.
 - d. Show an active interest in their activities and an eagerness to learn in their program environment.
 - e. Apply reasoning from cause to effect in their behavior.
4. Physical — The students will:
 - a. Increase both fine and gross motor skills.
 - b. Participate in both indoor and outdoor physical activities.
 - c. Show increased awareness and practice of health habits.
 - d. Demonstrate safe practices in their total environment.

C. **Instructional Assessment**

1. How are the adopted curriculum materials used in the instructional program?
2. How are spiritual values integrated throughout the pre-kindergarten program?
3. How does the structure of the pre-kindergarten program provide for a variety of activities and exploratory experiences to meet individual needs of students?
4. Recognizing that play is children's work, what strategies are implemented to ensure developmentally appropriate practices are maintained?

Specific materials and supplies used in the pre-kindergarten program are:

	Yes	No
<u>Curriculum materials:</u> Adopted curriculum, child evangelism materials, teacher resources, children's song books, etc.	<input type="radio"/>	<input type="radio"/>
<u>Art materials:</u> Crayons, finger paints, sidewalk chalk, construction paper, Playdough®, etc.	<input type="radio"/>	<input type="radio"/>
<u>Media and Technology:</u> CD/cassette player, computer, printer, TV/VCR, etc.	<input type="radio"/>	<input type="radio"/>
<u>Language Development materials:</u> Picture books, nature magazines, flannel boards & felts, 3-dimensional alphabet letters, books on tape, emergent writing materials, etc.	<input type="radio"/>	<input type="radio"/>
<u>Gross motor manipulatives:</u> Building blocks, woodworking equipment, dramatic play equipment, etc.	<input type="radio"/>	<input type="radio"/>
<u>Fine motor manipulatives:</u> Legos®, small balls, puzzles, games, etc.	<input type="radio"/>	<input type="radio"/>
<u>Music materials:</u> Rhythm instruments, children's music, etc.	<input type="radio"/>	<input type="radio"/>
<u>Exploratory materials:</u> Magnets, magnifying glass, compass, butterfly net, terrarium, collections, water/sand table, etc.	<input type="radio"/>	<input type="radio"/>
<u>Math & Cooking:</u> Measuring devices, cooking utensils, manipulatives for counting, sorting, patterning, etc.	<input type="radio"/>	<input type="radio"/>
<u>Outdoor play equipment:</u> Big balls, wheel toys, sandbox, climbing equipment, etc.	<input type="radio"/>	<input type="radio"/>
Other: _____		

List additional equipment, supplies, or manipulatives that significantly enhance your pre-kindergarten developmentally appropriate classroom:

D. Evaluation

1. List the improvements in this pre-kindergarten subject area implemented during the past three years.
2. Identify strengths of this content area. Cite evidence, if available.
3. Describe how the improvements and strengths noted in “1” and “2” have had an impact on student learning.

E. Recommendations for Improvement

After reviewing your responses to sections A-D, list in order of priority improvements recommended for this subject area.

Section 5

Surveys

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***Note:** *For those seeking Florida Gold Seal status, the Teacher/Staff and Constituent/Stakeholder surveys must be administered in addition to the Student and Parent Surveys.*

INSTRUCTIONS FOR ADMINISTERING STUDENT SURVEY

The study committee assigned to complete the standards for student activities and student services should also oversee the administration of the Student Survey. Follow these instructions:

Administration of Student Survey

The Student Survey is to be administered to students in grades 5-8. Students absent on the day of administration do not need to be surveyed upon their return. It is recommended that one person distribute, supervise, and collect the surveys. This will provide continuity in presenting the purpose and rationale for the survey to students.

In consultation with the local conference office of education, the principal and/or study committee may add questions that would be useful in assessing the quality of locally developed programs and initiatives.

Tabulation of Responses to the Student Survey

1. Tabulation of the responses to the survey will be reported on the form provided.
2. Reporting the responses to survey items 1-30 will be done using a calculated percentage of total responses on each item.
3. The written responses will be collated and transcribed verbatim on separate pages by category.
4. Include the Student Survey Tabulation in the Self-study Report.

REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT

STUDENT SURVEY

Instructions: Your opinion about the quality of the school program is important. Please complete this student survey. Do **NOT** sign your name. Rate your school by circling the number that corresponds with your level of agreement with the following statements about the school. (Number 1 indicates little or no agreement with the statement, and 5 indicates strong agreement.)

Current grade in school: _____

Number of years you have been attending this school: _____

Agreement
Low - - - - - High

- | | | |
|-----------|-----|--|
| 1 2 3 4 5 | 1. | Spiritual activities at our school are excellent. |
| 1 2 3 4 5 | 2. | I am actively involved in the spiritual activities of the school. |
| 1 2 3 4 5 | 3. | Spiritual values are emphasized in each of my courses. |
| 1 2 3 4 5 | 4. | My school has helped me to grow spiritually and develop a closer relationship with Jesus. |
| 1 2 3 4 5 | 5. | Our school is preparing us to deal with issues and problems we will face in the future. |
| 1 2 3 4 5 | 6. | I see a relationship between what I am studying and my life. |
| 1 2 3 4 5 | 7. | My school is helping me to explore career options. |
| 1 2 3 4 5 | 8. | In my classes a variety of teaching and learning activities is provided to help me learn. |
| 1 2 3 4 5 | 9. | Computer technology is incorporated into classroom instruction in many courses. |
| 1 2 3 4 5 | 10. | Homework assignments help me learn. |
| 1 2 3 4 5 | 11. | We have access to a variety of resources to help us learn, such as computers, Internet access, current library resources, etc. |
| 1 2 3 4 5 | 12. | I have been taught how to use these resources to help me with my schoolwork. |
| 1 2 3 4 5 | 13. | Our school's facilities, such as classrooms, laboratories, library, gymnasium, playground, etc., are adequate. |
| 1 2 3 4 5 | 14. | Equipment and materials are well maintained and up-to-date. |

- 1 2 3 4 5 15. In addition to written tests and quizzes, I am provided with a variety of ways to demonstrate my learning, such as projects, portfolios, etc.
- 1 2 3 4 5 16. The academic program is of high quality.
- 1 2 3 4 5 17. My teachers care about me.
- 1 2 3 4 5 18. My teachers are available to help me outside of class time.
- 1 2 3 4 5 19. The principal is available to students.
- 1 2 3 4 5 20. School spirit is high.
- 1 2 3 4 5 21. I feel that I fit in and am accepted.
- 1 2 3 4 5 22. Sexual harassment is **NOT** a problem at our school.
- 1 2 3 4 5 23. Substance abuse is **NOT** a problem at our school.
- 1 2 3 4 5 24. Discipline policies at our school are fair.
- 1 2 3 4 5 25. Our school provides a safe and orderly environment.
- 1 2 3 4 5 26. Personal harassment/bullying/hazing are **NOT** problems at our school.
- 1 2 3 4 5 27. Our school provides a variety of extracurricular activities that meet the needs and interests of students.
- 1 2 3 4 5 28. Our school encourages all students to participate in community and mission projects.
- 1 2 3 4 5 29. My family feels welcome at this school.
- 1 2 3 4 5 30. Overall, I like my school.

	What are the strengths of this school?	How would you improve the school?
Spiritual		
Academic		
Extracurricular		

STUDENT SURVEY TABULATION

INSTRUCTIONS: Indicate how many students in each grade took the survey on the day it was given. Count the number of students that indicated their choices 1 through 5. In the appropriate column indicate the percentage of students that marked each number 1 through 5. Remember that 1 indicates little or no agreement with the statement and 5 indicates strong agreement.

Number of Students Completing the Survey by Grade:

5 th	6 th	7 th	8 th
-----------------	-----------------	-----------------	-----------------

Total: _____

Survey Statements	Low - - - - - High				
	1	2	3	4	5
1. The program of spiritual activities at our school is excellent.					
2. I am actively involved in the spiritual activities of the school.					
3. Spiritual values are emphasized in each of my courses.					
4. My school has helped me to grow spiritually.					
5. Our school is preparing us to deal with future issues and problems.					
6. I see a relationship between what I am studying and my life.					
7. My school is helping me to explore career options.					
8. In my classes a variety of teaching/learning activities are used to help me.					
9. Computer technology is incorporated into classroom instruction.					
10. Homework assignments help me learn.					
11. We have access to a variety of resources to help us learn.					
12. I have been taught how to use these resources.					
13. Our school's facilities (classrooms, labs, gym, etc.) are adequate.					
14. Equipment and materials are well maintained and up to date.					
15. I am provided a variety of ways to demonstrate my learning.					
16. The academic program is of high quality.					
17. My teachers care about me.					

18. My teachers are available to help me outside of class time.					
19. The principal is available to students.					
20. School spirit is high.					
21. I feel that I fit in and am accepted.					
22. Students serve on committees that make decisions about student activities.					
23. Sexual harassment is not a problem at our school.					
24. Discipline policies at our school are fair.					
25. Substance abuse is not a problem at our school.					
26. Our school provides a safe and orderly environment.					
27. Our school provides a variety of extracurricular activities.					
28. The student body organization is active.					
29. Our school encourages all students to participate in outreach projects.					
30. My family feels welcome at this school.					
31. Overall, I like my school.					

SUMMARY OF STUDENT COMMENTS:
(Please attach a compilation of narrative comments.)

INSTRUCTIONS FOR ADMINISTERING PARENT SURVEY

The study committee assigned to complete the standards for Student Activities and Student Services should also oversee the administration of the Parent Survey. Follow these instructions:

Administration of Parent Survey

The Parent Survey is to be sent to all parents of all students. An accompanying letter from the principal should indicate the purpose of the survey as an integral part of the school evaluation process and solicit full participation. The letter should also instruct the parents to return the completed survey sealed in an enclosed envelope to the school.

The sealed surveys are to be given to the Visiting Committee chair, who will oversee their review. A report of Parent Survey responses will be provided to the school by the Visiting Committee.

REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT

PARENT SURVEY

Instructions:

Your opinion about the quality of the school is important. Please complete this parent survey. Do **NOT** sign your name. Return it to the school facility sealed in the envelope provided. For questions 1–12, rate your school by circling the number that corresponds with your level of agreement with the statements about the school. (Number 1 indicates no agreement with the statement, and 5 indicates strong agreement.) You may add a brief comment about any statement. Upon completion of the ranked response items, answer the open-ended questions 13–16.

How long have you had a student(s) in this school? _____

Currently, in which grade(s) Pre-K through 8th? _____

Agreement
Low - - - - - High

- | | | |
|-----------|-----|--|
| 1 2 3 4 5 | 1. | I am informed of the school's programs and policies. |
| 1 2 3 4 5 | 2. | Reports concerning my student's development and progress are adequate. |
| 1 2 3 4 5 | 3. | I feel welcome at the school facility. |
| 1 2 3 4 5 | 4. | Students have access to a variety of resources to help them develop and succeed in learning. |
| 1 2 3 4 5 | 5. | The school is helping my student grow in a relationship with Jesus. |
| 1 2 3 4 5 | 6. | My student receives adequate help from school personnel. |
| 1 2 3 4 5 | 7. | The school accommodates students with special needs. |
| 1 2 3 4 5 | 8. | The students and teachers have a good working relationship. |
| 1 2 3 4 5 | 9. | The school provides students and teachers with a safe and orderly environment for learning. |
| 1 2 3 4 5 | 10. | The school is preparing students to continue their education at more advanced levels. |

1 2 3 4 5 11. Teachers hold high expectations for student learning.

1 2 3 4 5 12. The educational program offered at this school is of high quality.

13 . Why have you chosen this school for your student to attend?

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

15. What areas of the school could be improved, and what suggestions would you offer for improvement?

16. Additional comments:

(NOTE: for those seeking Florida Gold Seal status, a Teacher/Staff Survey must be completed in addition to the Student, Parent, and Constituent/Stakeholder surveys.)

INSTRUCTIONS FOR ADMINISTERING

TEACHER/STAFF SURVEY

The study committee assigned to complete the standards for Student Activities and Student Services should also oversee the administration of the Teacher/Staff Survey. Follow these instructions:

Administration of Teacher/Staff Survey

The Teacher/Staff Survey is to be sent to all school personnel. An accompanying letter from the principal should indicate the purpose of the survey as an integral part of the school evaluation process and solicit full participation. The letter should also instruct the personnel to return the completed survey sealed in an enclosed envelope to the school facility.

The sealed surveys are to be given to the Visiting Committee chair, who will oversee their review. A report of Teacher/Staff Survey responses will be provided to the school administration by the Visiting Committee.

REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT

TEACHER/STAFF ASSESSMENT SURVEY

Instructions:

Your opinion about our school is important. Please complete this survey. Do **NOT** sign your name. Return it to the school sealed in the envelope provided. For questions 1-12, circle the number that corresponds with your level of agreement with the statements. (Number 1 indicates no agreement with the statement, and 5 indicates strong agreement.) You may add a brief comment about any statement. Upon completion of the ranked response items, answer the open-ended questions 13-17.

How many years/months have you worked at this school?

Circle one: 1 to 12 months 1 to 3 years 3 to 6 years more than 6 years

Agreement
Low - - - - - High

- | | | |
|-----------|-----|--|
| 1 2 3 4 5 | 1. | The school administration keeps me informed of working policies, schedules, and procedures and any changes thereof in a timely manner. |
| 1 2 3 4 5 | 2. | Staffing at this school is good and fair; there are no discriminatory problems. |
| 1 2 3 4 5 | 3. | I feel accepted and respected by my coworkers. |
| 1 2 3 4 5 | 4. | Staff are usually involved in the development and implementation of new programs. |
| 1 2 3 4 5 | 5. | The governance, administration and program offered where I work is high quality. |
| 1 2 3 4 5 | 6. | The administration assists me in developing professionally. |
| 1 2 3 4 5 | 7. | Positive teamwork and collaboration among staff members is high. |
| 1 2 3 4 5 | 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. |
| 1 2 3 4 5 | 9. | The administration models maintaining a healthy, safe and orderly environment . |
| 1 2 3 4 5 | 10. | The everyday working relationship among the personnel in my specific area (e.g. food service, classroom, front office) is amiable and professional. |
| 1 2 3 4 5 | 11. | The due process provided by the administration for seeking solutions is adequate. |

1 2 3 4 5

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.

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 seeking Florida Gold Seal status, a Constituent/Stakeholder survey must be completed in addition to the Student, Parent, and Teacher/Staff surveys.)

INSTRUCTIONS FOR ADMINISTERING CONSTITUENT/STAKEHOLDER SURVEY

The study committee assigned to complete the standards for Student Activities and Student Services should also oversee the administration of the Constituent/Stakeholder Survey. Follow these instructions:

Administration of Constituent/Stakeholder Survey

The Constituent/Stakeholder Survey is to be distributed to all non-parent and non-student constituent church members and local church members of non-constituent churches, and made available to others (non-parent or non-student) with vested interest in the success of the school program. An accompanying letter from the principal should indicate the purpose of the survey as an integral part of the school evaluation process and solicit full participation. The letter should also instruct the respondents to return the completed survey sealed in an enclosed envelope to the school.

The sealed surveys are to be given to the Visiting Committee chair, who will oversee their review. A report of Constituent/Stakeholder Survey responses will be provided to the school by the Visiting Committee.

REMOVE THIS PAGE BEFORE PUBLISHING THE SELF-STUDY REPORT

Constituent/Stakeholder Survey

Instructions:

Your opinion about the quality of the school administration is important. Please complete this survey. Do **NOT** sign your name. Return it to the school sealed in the envelope provided. For questions 1–10, rate your responses by circling the number that corresponds with your level of agreement with the statements. (Number 1 indicates no agreement with the statement, and 5 indicate strong agreement.) You may add a brief comment about any statement. Upon completion of the ranked response items, answer the open-ended questions 11–13.

How many years have you been a stakeholder of this school? _____

Agreement
Low ----- High

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

11 . What do you consider to be the strengths of the school governance and administration?

12. What areas of the school could be improved; what suggestions would you offer for improvement?

13. Additional concerns or comments:

Section 6

School-wide Improvement Action Plans

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INSTRUCTIONS FOR DEVELOPING SCHOOL-WIDE IMPROVEMENT ACTION PLANS

School-wide improvement action plans are a vital outcome of the evaluation process. The development of action plans provides the school an opportunity to transform its vision of excellence into strategic, improvement action steps for introducing change and creating a higher level of accountability. Action plans will be created in significant school-wide areas that need improvement.

A school-wide improvement action plan is a detailed description of a strategic initiative. It includes a clear objective, action steps for implementing the plan, a time line, an estimate of necessary resources (financial, human, educational, etc.), and the person(s) responsible for completing each step. Action plan forms are included in the Evaluation Instrument.

All school-wide improvement action plans will be drafted by the Coordinating Committee and approved by the local operating board. Action plans will be based on identified needs of the school that have been included in the completed Self-study Report sections. This information includes the student and parent surveys. The identified needs will also be reported in the recommendations made by study committees and/or school personnel.

Procedures for Developing School-wide Improvement Action Plans:

- A. The Coordinating Committee will do the following:
 - 1. Develop all school-wide improvement action plans with a clearly stated and measurable objective. Suggestions for improvement from the subject areas will be included under the Standard for Curriculum and Instruction.
 - 2. Identify and develop a reasonable number of achievable, specific action plans produced by the self-study process.
 - 3. Use the action plan forms included in the Evaluation Instrument (one form for each plan) and complete each draft plan, fully identifying the action steps to be taken, the responsible person(s), a time line for implementing, and estimated resources required.
 - 4. Ensure that the principal/head teacher and faculty review all draft action plans before sending them to the local operating board for review and approval.
 - 5. Submit final drafts of all action plans to the local operating board for approval.
 - 6. Include all school-wide improvement action plans as the final section of the Self-study Report.
- B. The local operating board will approve all school-wide improvement action plans prior to their inclusion in the Self-study Report.

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School-wide Improvement Action Plan # _____

Standard # / Subject or Project Area: _____

Objective:

Action Step # _____	Person(s) Responsible	Action Steps	Date / Time Line	Estimated Resources