



Adventist Education

A JOURNEY TO EXCELLENCE

STANDARDS FOR ACCREDITATION OF SEVENTH-DAY ADVENTIST SCHOOLS

North American Division

Commission on Accreditation

Representing the Accrediting

Association of Seventh-day

Adventist Schools, Colleges,

and Universities, Inc.

2018

Preface

The *Standards for Accreditation of Seventh-day Adventist Schools* is the basis for continuous school improvement (CSI) evaluation and accreditation of all schools in the North American Division.

The standards are to be used by Seventh-day Adventist PreK-12 schools.

Early Childhood Education and Care programs will use a separate accreditation document.

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



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Philosophical Foundation of Adventist Education

PHILOSOPHY

The Seventh-day Adventist Church recognizes God as the ultimate source of existence, truth, and power. In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Education in its broadest sense is a means of returning human beings to their original relationship with God. The distinctive characteristics of this Adventist worldview, built around creation, the fall, redemption, and re-creation, are derived from the Bible and the inspired writings of Ellen G. White.

The aim of true education is to restore human beings into the image of God as revealed by the life of Jesus Christ. Only through the guidance of the Holy Spirit can this be accomplished. An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—spiritual, physical, intellectual, and social-emotional—a process that spans a lifetime. Working together, homes, schools, and churches cooperate with divine agencies to prepare learners to be good citizens in this world and for eternity.

MISSION

Collaborating for learning
excellence through
faith and service

VISION

For every learner to excel in
faith, learning, and service,
blending biblical truth and
academic achievement to
honor God and bless others.

Source: *The Core of Adventist Education Curriculum*



PHILOSOPHICAL FOUNDATION OF ADVENTIST EDUCATION

Core Goals

I. Learners will choose to accept God as the Creator and the Redeemer.

- **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. (J2E.1)

II. Learners will grow in their knowledge and understanding of God's creation.

- **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. (J2E.9)

III. Learners will creatively apply their spiritual, physical, intellectual, and social-emotional knowledge.

- **Healthful, Balanced Living:** Accept personal responsibility for achieving and maintaining optimum physical, mental, and spiritual health. (J2E.5)
- **Intellectual Development:** Adopt a systematic, logical, and biblically-based approach to decision making and problem solving when applied to a developing body of knowledge. (J2E.6)
- **Communication Skills:** Recognize the importance of effective communication and develop the requisite skills. (J2E.7)
- **Personal Management:** Function responsibly in the everyday world using Christian principles of stewardship, economy, and personal management. (J2E.8)
- **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. (J2E.3)

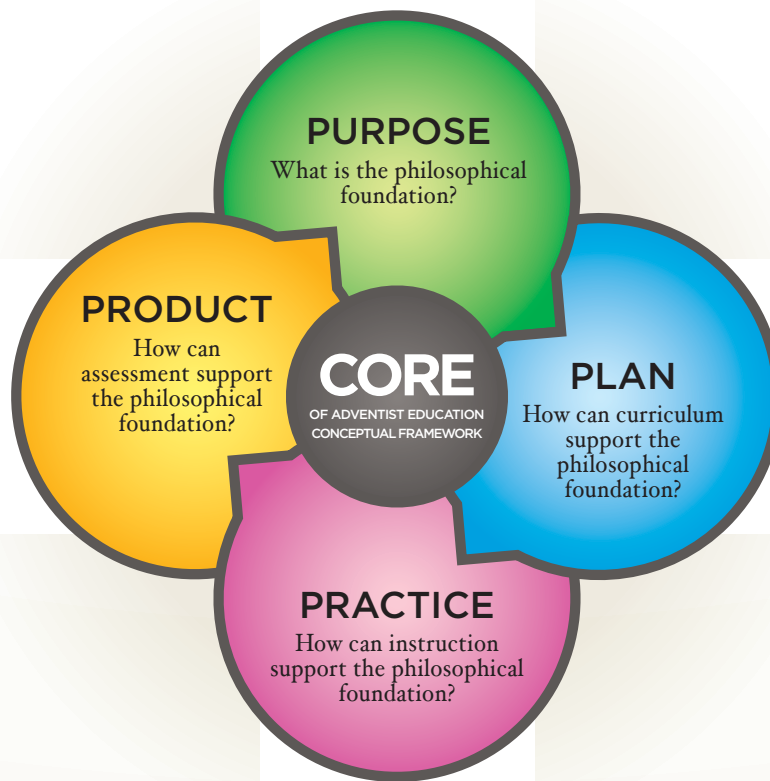
IV. Learners will demonstrate their commitment to the Creator through service to others.

- **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. (J2E.4)
- **Commitment to the Church:** Desire to know, live, and share the message and mission of the Seventh-day Adventist Church. (J2E.2)
- **Career and Service:** Develop a Christian work ethic with an appreciation for the dignity of service. (J2E.10)

J2E is Journey to Excellence



PHILOSOPHICAL FOUNDATION OF ADVENTIST EDUCATION



The Core of Adventist Education

The CORE of Adventist Education Conceptual Framework includes four overlapping components, with accompanying essential questions:

- PURPOSE** What is the philosophical foundation?
- PLAN** How can curriculum support the philosophical foundation?
- PRACTICE** How can instruction support the philosophical foundation?
- PRODUCT** How can assessment support the philosophical foundation?



WHAT IS ACCREDITATION?

NAD Accreditation of Schools

The Adventist Accrediting Association (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/provincial standards. This process ensures a basis for reciprocity among Adventist schools.

The Standards for Accreditation of Seventh-day Adventist Schools are the basis for continuous school improvement evaluation and accreditation of all educational institutions in the North American Division.

The accreditation process:

- Assists each school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for learner learning are accomplished, and the extent to which these purposes and functions address the standards for accreditation.
- Involves the administration, faculty, staff, local governing board, constituency, learners, and parents in a meaningful evaluation of the program.
- Provides an independent review of the Self-study Report.
- Informs the development or refinement of the CSI action plans to address areas needing improvement.
- Provides the basis for determining a term of accreditation.
- Assists in providing external validation with regional and/or national accrediting associations.

The North American Division Commission on Accreditation (NADCOA) serves as the agent of the AAA for accreditation of all schools in the North American Division. The duties and functions of the NADCOA are to:

1. Establish standards for quality education.
2. Adopt criteria, guidelines, and procedures for accreditation visits.
3. Periodically review the accreditation status of each school in the North American Division.
4. Determine the data to be collected for the periodic evaluation of schools.
5. Review the Visiting Team 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 Team.
7. Consider all matters referred to the NADCOA by the North American Division Office of Education, General Conference Department of Education, and/or the AAA.
8. Initiate, process, and revise reports, recommendations, and resolutions for action by the AAA.



WHY DOES ACCREDITATION MATTER?

Rationale for Accreditation Standards

"Every teacher should see to it that his work tends to definite results." (Education, p. 233)

"And whatever you do, do it heartily, as to the Lord and not to men." Colossians 3:23

"Whatever your hand finds to do, do it with all your might." Ecclesiastes 9:10

"The process of accreditation makes good schools better and great schools even greater. Equally important, it can place a poorly performing school on a path to improvement. Accreditation is what every school should be doing to help ensure that every learner gets the quality education they deserve."

(Henry G. Cram, Ed.D., President, MSA-CESS)

"Accreditation is a quality seal. It provides an independent and external affirmation that a school meets the rigorous standards set by educational peers."

(Gary L. Wirt, Ed.D., Vice President, Goldey-Beacom College)

The continuous school improvement accreditation process provides all schools in the North American Division with a robust structure for reflecting upon programs and practices, raising quality, achieving excellence, and delivering better outcomes for our learners and their families. The Standards for Accreditation of Seventh-day Adventist Schools is a dynamic, researched-based tool designed to assist schools in the process of self-assessment that is context-specific, evidence-informed, and outcomes-focused. In this process, the instrument provides a focus through which schools evaluate the extent to which they are meeting stakeholder expectations, delivering on system, school, and community priorities, and implementing continuous school improvement goals and initiatives (Quality Adventist Schools Framework, 2013).

Fundamental to accreditation is the quality of the educational program experienced by our learners. Thus, the accreditation process is designed to address the following areas:

FOUNDATIONAL BELIEFS & VALUES

The Core of Adventist Education is grounded in the worldview of the Seventh-day Adventist Church, and school improvement should always be viewed through the lens of our core beliefs and values.

ATTAINMENT OF EXCELLENCE

Excellent schools demonstrate a commitment to ongoing self-assessment, evidence-informed practice, and continuous school improvement planning. Reflective practices assist schools to focus on important questions, such as: How can this school better demonstrate and integrate its faith and philosophy? How can this school help learners become successful learners and informed citizens? How can this school support quality teaching and leadership? How can this school develop and sustain strong partnerships? How can this school improve outcomes for all learners?

CONTINUOUS IMPROVEMENT

Achieving excellence requires a commitment to continuous improvement and quality assurance with energies and resources directed towards the improvement of teaching and learning within a standards-based framework. Rather than a single event that recurs every six years, continuous school improvement is an ongoing, annual process that demonstrates commitment as opposed to compliance.



WHY DOES ACCREDITATION MATTER?

Standards for Accreditation

Standards are ideals for quality educational programs that are specific, attainable, and measurable. They describe an effective program that leads to continuous school improvement and results in improved student learning.

Standards for Accreditation of Seventh-day Adventist Schools have been established for the four domains: Purpose, Plan, Practice, Product. These domains identify the Core of Adventist Education (see page VI) and are in alignment with A Journey to Excellence and The Core of Adventist Education Curriculum. The Standards offer a shared vision of Seventh-day Adventist education, but to make the vision real, the details must be constructed uniquely and personally, within particular communities of learners. Thus, quality educational programs may look very different from one another. In the same way, good educational programs should find many pathways to help our learners meet high standards, so that they can effectively achieve academic success and become effective witnesses of the mission of the church.

I: PURPOSE

1. **Philosophy and Mission**—The philosophy, mission, and vision statements are learner-centered and give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board and reflect the Seventh-day Adventist worldview, core values, and educational philosophy..

II: PLAN

2. **Curriculum**—The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of learners and preparing them for this world and for eternity.
3. **Instruction**—The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the school's philosophy, goals, and standards and actively engages learners in learning.
4. **Assessment**—Assessment data informs changes in curriculum and instruction to support learning.

III: PRACTICE

5. **Sustainable Leadership**—Administration and school board ensure the effective and successful operation of the school to promote learner success and well-being.
6. **School Environment**—The school environment is designed and maintained to promote learner learning and to support the school's mission and goals.
7. **Professional Learning**—Administration and faculty collaborate to develop and implement professional learning opportunities to meet the needs of each learner and enhance the ongoing growth and development of school personnel.
8. **Communication and Collaboration**—Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program for learners.

IV: PRODUCT

9. **School Improvement**—The accreditation process assists a school in appraising the total program to determine the level to which the purposes and functions outlined in its statement of philosophy and goals for learner learning are accomplished as well as in providing the basis for action plans to address areas needing improvement.





WHY DOES ACCREDITATION MATTER?

Alignment of Standards with Co-Accrediting Organizations

AAA STANDARDS (2014)	NCPSA STANDARDS (2010)	MSA-CESS STANDARDS (2013)	WASC STANDARDS (2014)
I: PURPOSE Philosophy and Mission	I: Philosophy, Governance, and Administration	STANDARD I: Mission	A. Organization for Student Learning: 1. School Purpose
II: PLAN Curriculum Instruction Assessment	III: Curriculum	STANDARD VIII: Educational Program STANDARD XI: Learner Life and Activities	B. Curriculum and Instruction: 1. What Students Learn 2. How Students Learn 3. How Assessment Is Used
III: PRACTICE Sustainable Leadership School Environment • Learning Climate • Health and Safety • School Facilities • Information Resources and Technology Professional Learning Communication and Collaboration	II: Personnel IV: Nutrition and Food Services V: Physical Environment VI: Health and Safety VII: Family and Community Relations	STANDARD X: Learner Services STANDARD VII: Health/Safety STANDARD XII: Information Resources STANDARD II: Governance and Leadership STANDARD IV: Finances STANDARD VI: School Climate/Organization	A. Organization for Student Learning: 2. Governance 3. School Leadership 4. Staff 5. School Environment C. Support for Learner Personal and Academic Growth: 1. Learner Connectedness 2. Parent/Community Involvement D. Resource Management and Development: 1. Resources 2. Resource Planning
IV: PRODUCT School Improvement	III: Curriculum	STANDARD III: School Improvement Planning STANDARD V: Facilities STANDARD IX: Assessment and Evidence of Learning	A. Organization for Student Learning: 6. Reporting Learner Progress 7. School Improvement Process B. Curriculum and Instruction

AAA is Accrediting Association of Seventh-day Adventist Schools, Colleges, and Universities, Inc.

NCPSA is National Council for Private School Accreditation

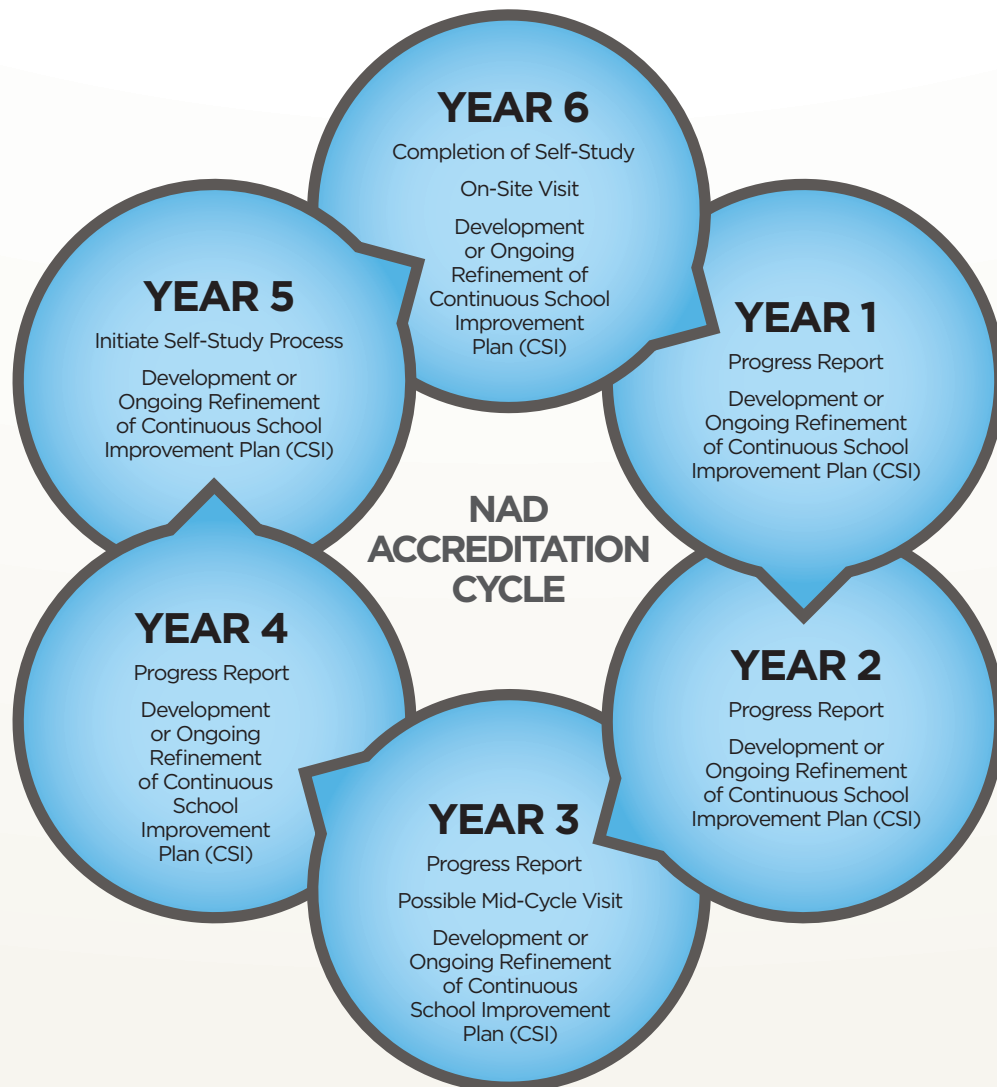
MSA-CESS is Middle States Association of Colleges and Schools
-Commission on Elementary and Secondary Schools

WASC is National Western Association of Schools and Colleges

Note: In Canada, education is a provincial rather than federal responsibility. In many provinces, both public and independent K-12 schools are inspected and approved by the provincial Ministry of Education to ensure high levels of quality throughout the province. Specific provincial accreditation standards can be found on each provincial government's education website. In most provinces, Seventh-day Adventist schools must meet the rigorous accreditation standards of both the provincial Ministry of Education and the Adventist Accrediting Association.

HOW DO WE PROCEED WITH ACCREDITATION?

NAD Accreditation Cycle



HOW DO WE PROCEED WITH ACCREDITATION?

Continuous School Improvement Chart

		ESSENTIAL QUESTIONS		
Where are we now?	Demographics District Schools Students Staffs	WHO ARE WE?		
	Community Perceptions Culture Climate Values and Beliefs	HOW DO WE DO BUSINESS?		
	Student Learning Summative Formative Diagnostic	HOW ARE OUR STUDENTS DOING?		
	School Processes Programs Instructional Organizational Administrative Continuous Improvement	WHAT ARE OUR PROCESSES?		
		WHAT'S WORKING? WHAT'S NOT WORKING?	Contributing Causes Predictive Analytics	How did we get here?
Where do we want to be?	Mission Purpose	WHY DO WE EXIST?		
	Vision Goals Learning Standards	WHERE DO WE WANT TO GO?		
		HOW CAN WE GET TO WHERE WE WANT TO BE?	Continuous Improvement Plan Objectives Strategies Activities Budget	How do we get to where we want to be?
		HOW WILL WE IMPLEMENT?	Implementation Strategies Leadership Structures Collaborative Strategies Professional Learning Partnerships	
Is this working?	Formative and Summative Evaluation	HOW WILL WE EVALUATE OUR EFFORTS?		

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HOW DO WE PROCEED WITH ACCREDITATION?

Overview of Roles and Responsibilities

The success of the continuous school improvement evaluation process depends upon the cooperative efforts of the following: school board, principal, teachers, parents, learners, 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

The North American Division Commission on Accreditation is responsible for establishing and voting guidelines, criteria, and procedures for the evaluation of schools, as well as vote terms of accreditation. 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 and for providing professional learning in continuous school improvement planning in PreK-12 schools. The vice president for education serves as chair of the NADCOA.

3. UNION CONFERENCE OFFICE OF EDUCATION

The responsibility of this office is to in-service the local conference office of education and school personnel on continuous school improvement planning and the evaluation process. The union conference office of education is responsible for overall supervision of the evaluation process for junior and senior academies in the union conference.

4. LOCAL CONFERENCE OFFICE OF EDUCATION

This office is responsible for overall supervision of continuous school improvement planning and the evaluation process for the elementary schools in the conference and for reviewing and approving self-study documents before distribution to the Visiting Team.

5. PRINCIPAL

As the agent of the school board, the principal is responsible for organizing and supervising continuous school improvement planning and the self-study process at the school.

6. SCHOOL BOARD

The local school board is responsible for appointing the Coordinating Team and providing support to the principal and teams in the preparation of the Continuous School Improvement Plan and Self-study Report. This school board is to review and approve the Continuous School Improvement Plan and the Self-study Report, including all action plans.



HOW DO WE PROCEED WITH ACCREDITATION?

OVERVIEW OF ROLES AND RESPONSIBILITIES (CONTINUED)

7. COORDINATING TEAM

The Coordinating Team is composed of the principal and representatives from the Standards Assessment Teams (SAT) and school board. It is responsible for:

- a. Appointing 3-5 members to serve on each SAT.
- b. Coordinating and monitoring the self-study process to ensure completion of the Self-study Report according to an approved time line.
- c. Analyzing data to identify and build consensus on significant school-wide areas needing improvement.
- d. Overseeing the development of continuous school improvement action plans.
- e. Establishing an ongoing follow-up process to monitor the implementation, refinement, and fulfillment of action plans.

8. STANDARDS ASSESSMENT TEAMS

The Standards Assessment Teams are composed of staff, parents, and school board members and are responsible for assessing the school in the nine standards which are the core of the evaluation process. Team members should be knowledgeable of continuous school improvement planning as well as of the mission, operation, successes, and challenges of the school and qualified representatives from the varying grade levels should be included as team members.

9. VISITING TEAM

The Visiting Team is responsible for:

- a. Preparing for the on-site visit by reading and analyzing the Self-study Report for the purpose of drafting preliminary responses and recommendations.
- b. Validating the Self-study Report by observing the school in operation; visiting classes; and interviewing administrators, teachers, learners, and others.
- c. Preparing a report that, validates the self-study report and action plans, as well as recommends specific actions to support continuous school improvement.
- d. Recommending a term of accreditation based on the Self-study Report, the Continuous School Improvement Plan, and on-site findings.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for the North American Division Office of Education

The responsibilities of the North American Division Office of Education are to:

A. BEFORE THE VISIT

- ☐ 1. Communicate with the union conference office of education to:
 - a. Confirm the schedule for PreK-12 evaluations, interim reviews, and revisits.
 - b. Provide access to the materials that Visiting Team chairs are to submit to the North American Division Office of Education.
- ☐ 2. Update the schedule of PreK-12, and 9-12 evaluations, interim reviews, and revisits to be conducted each year.
- ☐ 3. Provide materials for an orientation for all key stakeholders.
- ☐ 4. Appoint the chair of each Visiting Team for PreK-12 and 9-12 schools.
- ☐ 5. Provide the name of the chair and other pertinent information regarding the evaluation visit for PreK-12 and 9-12 schools to the union director of education and each principal.

B. AFTER THE VISIT

- ☐ 1. Schedule the annual meeting of the North American Division Commission on Accreditation.
- ☐ 2. Distribute copies of the Visiting Team reports to each member of the North American Division Commission on Accreditation.
- ☐ 4. Chair the North American Division Commission on Accreditation (NADCOA) which votes the terms of accreditation.
- ☐ 5. Send copies of the Commission on Accreditation minutes to each union conference office of education.
- ☐ 6. Send the Certificate of Accreditation to each PreK-12, and 9-12 schools evaluated following the actions of the NADCOA and the AAA.
- ☐ 7. Archive a copy of the Self-study Report, Visiting Committee Report, and Certificate for each PreK-12 and 9-12 schools evaluated.

The North American Division Commission on Accreditation delegates authority for junior academy and elementary accreditation to the union and local conferences respectively.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for Union Conference Office of Education

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

A. BEFORE THE VISIT

- ☐ 1. Confirm with the North American Division Office of Education (NADOE) the schedule of school evaluations, interim reviews, and revisits to be conducted during the next school year.
- ☐ 2. Ensure that each school has access to the self-study documents and other material needed for the Self-study Report.
- ☐ 3. Provide orientation sessions, including action plan development, as needed for local conference office of education personnel and the principal of each PreK-12 and 9-12 school to be evaluated during the following school year.
- ☐ 4. Establish the date for the on-site visit with the Visiting Team chair, local conference superintendent of schools, and the principal for PreK-12 and 9-12 schools.
- ☐ 5. Notify the NADOE of the date(s) for PreK-12 and 9-12 on-site visits.
- ☐ 6. Appoint the Visiting Team members and notify the Visiting Team chair for PreK-12 and 9-12 schools.
- ☐ 7. Provide the following to each Visiting Team member:
 - a. Access to the Visiting Team Handbook.
 - b. A copy of the Visiting Team Member Response Form with a request that it be returned to the union conference office of education.
- ☐ 8. Cooperate with regional accrediting associations in identifying the representative(s) to serve on the Visiting Team and inform the Visiting Team chair.

B. DURING THE VISIT

- ☐ 1. Attend each PreK-12 and 9-12 on-site visit and participate as requested by the chair.
- ☐ 2. Attend the oral report session and the exit report presentation for PreK-12 and 9-12 schools.
- ☐ 3. Chair or appoint the chair for all PreK-10 schools on-site visits.
- ☐ 4. When possible, participate in PreK-8 school on-site visits.

C. AFTER THE VISIT

- ☐ 1. Archive copies of the Self-study Report and the final Visiting Team Report including information on the voted term of accreditation from the North American Division Commission on Accreditation.
- ☐ 2. Assist, as requested, the local conference office of education and the principal in developing plans for implementation of the approved action plans and the recommendations in the Visiting Team Report.
- ☐ 3. Send the Certificate of Accreditation to each PreK-10 school following the actions of the North American Division Commission on Accreditation.
- ☐ 4. Archive a copy of the Self-study Report, Visiting Committee Report, and Certificate for each PreK-10 school evaluated.

HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for Local Conference Office of Education

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

A. BEFORE THE VISIT

- ☐ 1. Cooperate with the union conference office of education in providing an orientation session for the stakeholders of the school to be evaluated during the next school year.
- ☐ 2. Consult with the administration to assist in the preparation of the Self-study Report.
- ☐ 3. Assist the administration in the preparation of the Self-study Report, as requested.
- ☐ 4. Review and approve the Self-study Report or return it for revisions if necessary.
- ☐ 5. Appoint the Visiting Team on-site members for PreK-8 and PreK-10 schools and notify the Visiting Team chair.
- ☐ 6. At least 30 days prior to the visit, provide access to the completed Self-study Report to:
 - a. Each member of the Visiting Team.
 - b. Union conference office of education.

B. DURING THE VISIT

- ☐ 1. Attend or conduct the initial planning and/or orientation session.
- ☐ 2. Provide information as requested by the Visiting Team chair.
- ☐ 3. Attend or conduct the oral report session and the exit report presentation.

C. AFTER THE VISIT

- ☐ 1. Maintain a permanent file on each school that contains copies of the Self-study Report, the Visiting Team Report, interim progress reports, interim reviews, and/or revisit reports.
- ☐ 2. Provide access to copies of the final edited Visiting Team Report as approved by the local conference board of education to the union conference office of education, the principal, and school board.
- ☐ 3. Send the Certificate of Accreditation to each PreK-8 school evaluated following the actions of the North American Division Commission on Accreditation.
- ☐ 4. Archive a copy of the Self-study, Visiting Committee Report, and Certificate for each PreK-8 school evaluated.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for the Principal

The responsibilities of the principal are to:

A. BEFORE THE VISIT

- ☐ 1. Cooperate with the local and/or union offices of education in selecting the date for the evaluation visit and informing the school board and staff.
- ☐ 2. Lead the school board in a review of the previous Visiting Team Report, Interim Review, or Revisit Report, and determine the status of each recommendation.
- ☐ 3. Arrange for the school board and 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 school board for membership on the Coordinating Team. This team may be composed of the following:
 - a. The principal as chair or co-chair.
 - b. Teacher and school board representatives from the standards assessment teams.
 - c. Parents and other constituent church members.
- ☐ 5. Develop a time line (see Coordinating Team timeline) for the completion of the Self-study Report.
- ☐ 6. Establish standards assessment teams for the Standards section. Where possible, the teams (3-5 members) are to represent staff, parents, and school board members. Consider adding learners.
- ☐ 7. Distribute the following materials to the chair of each standards assessment team:
 - a. General Instructions for Completing the Self-study Report for each team member.
 - b. Appropriate pages from the Self-study Report and the corresponding instructions.
- ☐ 8. Assist the Coordinating Team in the preparation of action plans.
- ☐ 9. Seek school board approval for the action plans developed during the preparation of the Self-study Report.
- ☐ 10. Complete the School Profile section of the Self-study Report.
- ☐ 11. Complete the Progress Report section of the Self-study Report.
- ☐ 12. Lead the Coordinating Team in copy editing the final report, checking for accuracy and completeness.

HOW DO WE PROCEED WITH ACCREDITATION?

CHECKLIST FOR THE PRINCIPAL (CONTINUED)

- ☐ 13. Seek school board approval of the Self-study Report.
- ☐ 14. Provide notification to the local conference office of education that the Self-study Report is ready for their approval at least 45 days prior to the visit.
- ☐ 15. At least 30 days prior to the visit, make available the completed Self-study Report to:
 - a. School board members.
 - b. School faculty and staff.
- ☐ 14. Cooperate with the local conference office of education and Visiting Team chair regarding plans for the visit (i.e., housing, meals, computer access, and transportation).
- ☐ 15. Collect and organize the evidences.

B. DURING THE VISIT

- ☐ 1. Provide a private meeting room with tables, chairs, and the evidences for the Visiting Team as needed.
- ☐ 2. In consultation with the Visiting Team chair, arrange meetings of appropriate school groups. Consider having substitute teachers/volunteers available to facilitate time for interviews with teachers.
- ☐ 3. Coordinate with the Visiting Team chair in arranging a meeting of the faculty, staff, available school board members, and learner representatives for the exit report of the Visiting Team.

C. AFTER THE VISIT

- ☐ 1. Archive copies of the Self-study Report, the final Visiting Team Report, Revisit Reports, and Interim Review Reports as part of the permanent records of the school.
- ☐ 2. Review the Visiting Team Report with the school board, faculty, and staff to prioritize and begin implementation of action plans and recommendations.
- ☐ 3. Review annually the Visiting Team Report and/or the Interim Review or Revisit Report(s) with the school board and maintain an annual written record of progress in implementing the action plans and recommendations.
- ☐ 4. Cooperate with the union and/or local conference office of education in setting the date for any required reviews or revisits.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for School Board

The responsibilities of the school board chair and members are to:

A. BEFORE THE VISIT

- ☐ 1. Cooperate with the principal in the evaluation process.
- ☐ 2. Participate in a review of the previous Visiting Team 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 Standards Assessment Teams as appointed.
- ☐ 5. Study and approve action plans developed in conjunction with the preparation of the Self-study Report.
- ☐ 6. In consultation with the local conference office of education, approve budgetary provisions for expenses (i.e., housing, meals, computer access, transportation) connected with the evaluation process.
- ☐ 7. Study and approve the Self-study Report to be submitted to the local conference office of education.

B. DURING THE VISIT

- ☐ 1. Be available as requested by the Visiting Team chair.
- ☐ 2. Meet with the faculty, staff, constituents, and the Visiting Team for the exit report.

C. AFTER THE VISIT

- ☐ 1. Review the Visiting Team Report to prioritize and begin implementation of action plans and recommendations.
- ☐ 2. Review annually the Visiting Team Report and/or the Interim Review or Revisit Report(s) with the school board and maintain an annual written record of progress in implementing the action plans and recommendations.



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist and Time Line for Coordinating Team

The number of months in the right column are a guide as to when work should begin on the process in the left column prior to the on-site visit. The responsibilities of the Coordinating Team are the following:

✓	TASKS	MONTHS
<input type="checkbox"/>	1. Participate in orientation for the Standards for Accreditation of Seventh-day Adventist Schools.	8-12 <i>Lead time depends on school size.</i>
<input type="checkbox"/>	2. Study and discuss the Standards for Accreditation of Seventh-day Adventist Schools to understand the purpose of the evaluation process and directions for completing the self-study document.	8-10
<input type="checkbox"/>	3. Develop a time line for completing each section of the Self-study Report.	8-10
<input type="checkbox"/>	4. Appoint standards assessment teams of 3-5 members to complete one or more sections of the following areas in the Standards section: a. Philosophy and Mission f. School Environment b. Curriculum g. Professional Learning c. Instruction h. Communication and Collaboration d. Assessment i. School Improvement e. Sustainable Leadership	8-10
<input type="checkbox"/>	5. Provide access to the following materials to each standards assessment team: a. Standards for Accreditation of Seventh-day Adventist Schools. b. The appropriate standards section from the self-study instrument.	8-10
<input type="checkbox"/>	6. Assist the principal in completing the School Profile and Progress Report.	6-8
<input type="checkbox"/>	7. Coordinate the completion of learner and parent surveys.	3-5
<input type="checkbox"/>	8. Review and copy edit the standards assessment teams reports to ensure consistency of style and grammatical correctness.	3-5
<input type="checkbox"/>	9. Develop action plans based on significant schoolwide areas of needed improvement. Review action plans with faculty and staff, and revise as needed.	3-5
<input type="checkbox"/>	10. Present to the school board all action plans approved by the Coordinating Team for final approval.	2-4
<input type="checkbox"/>	11. Present the Self-study Report to the school board for final approval.	2-4
<input type="checkbox"/>	12. Submit the Self-study Report to the local and/or union conference office of education.	> 1.5 <i>Within 6 weeks.</i>



HOW DO WE PROCEED WITH ACCREDITATION?

Checklist for Standards Assessment Team Members

The responsibilities of each Standards Assessment Team member are to:

BEFORE THE VISIT

- ☐ 1. Participate in orientation for the Standards for Accreditation of Seventh-day Adventist Schools.
- ☐ 2. Study the Standards for Accreditation of Seventh-day Adventist Schools to gain an understanding of the purpose for the entire evaluation process.
- ☐ 3. Complete the assigned standards areas and collect supportive evidences to be provided for the Visiting Team.
- ☐ 4. Prepare the report for the assigned section(s) and suggest areas of needed improvement that may be developed into action plans by the Coordinating Team.
- ☐ 5. Provide the chair of the Coordinating Team with access to the completed report.



SECTION 2: Self-study Report

STANDARDS FOR ACCREDITATION OF SEVENTH-DAY ADVENTIST SCHOOLS

North American Division

Commission on Accreditation

Representing the Accrediting

Association of Seventh-day

Adventist Schools, Colleges,

and Universities, Inc.

2016



Adventist Education
A JOURNEY TO EXCELLENCE

SECTION 2 : Self-study Report

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43	Standard 6: School Environment
55	Standard 7: Professional Learning
57	Standard 8: Communication and Collaboration
60	PRODUCT
61	Standard 9: School Improvement
63	Surveys
70	Action Plans



Standards Assessment Team Membership

List the members of each team, along with contact information in the second column.

TEAMS	MEMBERS' NAMES, ROLES, AND CONTACT INFO FROM ACCREDITRAC
Coordinating Team: Coordinate Self-study, School Improvement (9)	
Standards Assessment Team 1: Philosophy and Mission (1) Communication and Collaboration (8)	
Standards Assessment Team 2: Curriculum (2) Instruction (3) Assessment (4)	
Standards Assessment Team 3: Sustainable Leadership (5) Professional Learning (7)	
Standards Assessment Team 4: School Environment (6)	

(Numbers in parentheses correspond to Standards)



Essential Evidences

The required evidences serve to validate the information provided in The School Profile.

Provide the Visiting Team access (digital or hardcopy) to the following evidences:

- Annual progress report and interim or revisit reports
- Campus map and floor plans
- Continuous school improvement plan
- Current class schedule
- Current inventory of instructional equipment and supplies
- Disaster plan that includes record of emergency drills
- Faculty meeting minutes
- Financial statement for the last full fiscal year
- Hazardous material management plan (asbestos, chemicals, etc.)
- Last audited report with the statement
- Monthly financial statements for the current school year
- Operating budget for current year
- Previous visiting team report
- School board minutes for at least one year
- School bulletin and/or learner handbook
- School constitution and by-laws
- School marketing and recruitment plan
- School safety plan
- Standardized test results administered during the past three years
- Survey data (Learner, Parent, Teacher, etc.)
- Teacher course outlines for each course (secondary)
- Technology plan that includes acceptable use policy for internet



School Profile

The Coordinating Team, with assistance from the principal, is responsible for completing the School Profile. The principal may delegate responsibility for completion of applicable sections to others.

A. GENERAL INFORMATION

School Name _____ School ID _____

Conference _____ Grades Offered _____

Address _____

Principal _____ Last Full Evaluation _____

Superintendent _____ Last Interim/Revisit _____

School board Chair _____ Regional Accreditation _____

B. SCHOOL HISTORY

Include historical information about the school.

C. THE CONSTITUENCY

CHURCH NAME	CHURCH MEMBERSHIP	CHURCH TITHE LAST YEAR	CHURCH BUDGET LAST YEAR	SCHOOL SUBSIDY THIS YEAR	LEARNERS IN THIS SCHOOL	LEARNERS NOT IN THIS SCHOOL
		\$	\$	\$		
		\$	\$	\$		
		\$	\$	\$		
		\$	\$	\$		
		\$	\$	\$		
		\$	\$	\$		
TOTALS		\$	\$	\$		

Percentage of total school subsidy to total constituent tithe: _____%

Percentage of total school subsidy to total church budget: _____%

Percentage of Adventist learners in constituent churches attending: _____%



SCHOOL PROFILE (CONTINUED)

D. SIGNIFICANT FINANCIAL DATA

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

2 YEARS AGO	1 YEAR AGO	FINANCIAL INFORMATION
		Annual operating income
		Budgeted operating expense
		Actual operating expense
		Actual operating gain (loss)
		Total depreciation
		Total depreciation funded
		Cost per learner
		Tuition and fees per learner (elementary)
		Tuition and fees per learner (secondary)
		Current learner accounts receivable
		Non-current learner accounts receivable before Allowance for Doubtful Accounts
		Percent of learner account collections
		Commercial accounts payable
		Accounts payable to conference
		Total capital expenditures
		Total constituent church operating subsidy
		Regular conference subsidy (and union subsidy if applicable)
		Income from other sources
		Learner labor expenses

2. Date of last audited financial statement: _____

3. Financial software package used: _____

4. Learner Information System package used: _____

CONTINUES ON THE NEXT PAGE »



E. THE STAFF

[illegible]

** **A** = Administrator, **DS** = Designated Subject/Services, **B** = Basic, **P** = Professional, **C** = Conditional, **S** = Standard

SCHOOL PROFILE (CONTINUED)

3. Staff Data: (Pull Info from DataRollup.)

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

ASSIGNMENT	MEN	WOMEN	TOTAL
Administration			
Classroom Teachers, PreK-8			
Classroom Teachers, 9-12			
Teacher/Instructional Aides			
Library / Information Resource Center			
Office Personnel			
Custodial / Grounds / Maintenance			
Food Service Personnel			
Support Personnel			
TOTAL			

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

c. Ratio of learners to FTE instructional staff: _____

d. Summary of academic preparation of administration and instructional staff (report highest degree held):

	NO DEGREE	ASSOCIATE'S	BACHELOR'S	MASTER'S	SPECIALIST	DOCTORATE
Men						
Women						
TOTAL						



SCHOOL PROFILE (CONTINUED)

F. THE LEARNERS

1. Enrollment Profile: (Pull Info from DataRollup.)

GRADE	OPENING ENROLLMENTS FOR THE LAST FIVE YEARS					CURRENT LEARNERS FROM ADVENTIST HOMES		CURRENT LEARNERS FROM NON-ADVENTIST HOMES	
	4 YEARS AGO	3 YEARS AGO	2 YEARS AGO	1 YEAR AGO	CURRENT	BAPTIZED	UNBAPTIZED	BAPTIZED	UNBAPTIZED
PreK									
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
TOTALS									

2. Enrollment Data: (Pull Info from DataRollup for A and B.)

a. Percentage of total learners from non-Adventist homes: _____

b. Percentage of learners baptized in 5th grade and above: _____

c. Projected total enrollment: Next school year _____ In 2 years _____ In 3 years _____

CONTINUES ON THE NEXT PAGE »

SCHOOL PROFILE (CONTINUED)

3. Learner Follow-up Data:

Complete the chart below for the preceding two years.

SCHOOL YEAR	LEARNERS COMPLETING PRE-K/K	LEARNERS COMPLETING 8TH GRADE	LEARNERS COMPLETING 12TH GRADE	OF THIS NUMBER, LEARNERS NOW ATTENDING ACADEMY	OF THIS NUMBER, LEARNERS NOW ATTENDING PRIVATE SCHOOLS	OF THIS NUMBER, LEARNERS NOW ATTENDING PUBLIC SCHOOLS	OF THIS NUMBER, LEARNERS WHO ARE HOME SCHOOLED/OTHER

G. LEARNER ACHIEVEMENT

1. List the standardized tests administered in each grade:

GRADE LEVEL	STANDARDIZED TEST(S) ADMINISTERED



SCHOOL PROFILE (CONTINUED)

2. Standardized Achievement Test Scores:

List the class average grade equivalency of learners in each grade tested on the Standardized Achievement Test for the three most recent years.

TEST AREAS	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
SCHOOL YEAR: _____ - _____										
English Language Arts										
Mathematics										
Science										
Social Studies										
Composite Score										
SCHOOL YEAR: _____ - _____										
English Language Arts										
Mathematics										
Science										
Social Studies										
Composite Score										
SCHOOL YEAR: _____ - _____										
English Language Arts										
Mathematics										
Science										
Social Studies										
Composite Score										

CONTINUES ON THE NEXT PAGE »



SCHOOL PROFILE (CONTINUED)

H. SECONDARY CURRICULUM

In the following chart list every secondary credit course offered to grades 9 and 12 learners, providing the name of the teacher and other requested course information.

COURSE TITLE	TEACHER NAME	SDA ENDORSED	ENROLLMENT	CREDIT VALUE	PERIODS PER WEEK	MINUTES PER WEEK
Art		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Business/Computers		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
English		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Health		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Home Arts		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Mathematics		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				



SCHOOL PROFILE (CONTINUED)

COURSE TITLE	TEACHER NAME	SDA ENDORSED	ENROLLMENT	CREDIT VALUE	PERIODS PER WEEK	MINUTES PER WEEK
Modern Language		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Music		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Physical Education		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Religion		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
Science		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				
		<input type="radio"/> Yes				



SCHOOL PROFILE (CONTINUED)

[illegible]

SCHOOL PROFILE (CONTINUED)**I. LEARNER SUPPORT SERVICES**

1. Briefly describe the guidance services of the school in each of the following areas:

a. Academic advisement including testing. _____

b. Career advisement including testing. _____

c. Personal counseling. _____

2. List the number of hours per day that guidance services are available to learners. _____

3. List the types and location of guidance materials available to learners. _____

J. PHILANTHROPY PROGRAM (IF APPLICABLE)

1. Briefly outline the school's development program, including alumni activities, fund raising, and school board development. Include goals, objectives, and action steps for each area.

CONTINUES ON THE NEXT PAGE »



SCHOOL PROFILE (CONTINUED)

2. List the goals and accomplishments for the past three years, including total dollars raised, percentage of alumni contributing to the school, and percentage of school board members making annual gifts to the school.

3. List the goals for increasing charitable giving in the immediate future.



SELF-STUDY REPORT

Progress Report

The previous Accreditation Team 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 schoolwide-improvement action plans and all recommendations in the previous Accreditation Team Report. Use the accompanying table to report on action plans.

PROGRESS REPORT FOR SCHOOLWIDE-IMPROVEMENT ACTION PLANS

Date of Last Evaluation: _____

ACTION PLAN NUMBER	#
ACTION PLAN GOAL	
IMPLEMENTATION STEPS	
	On time with original action plan timeline: <input type="radio"/> YES <input type="radio"/> NO
RESULTS OF EFFORTS	
BARRIERS TO FULFILLMENT	
CURRENT	<input type="checkbox"/> New Plan: Date Goal Set _____ <input type="checkbox"/> In Progress: Expected Completion Date _____ <input type="checkbox"/> Plan Not Begun <input type="checkbox"/> Plan Completed



SELF-STUDY REPORT

PROGRESS REPORT (CONTINUED)

For recommendations, state the specific action that has been taken with supporting evidence/information, where applicable, and give the date of completion.

PROGRESS REPORT FOR RECOMMENDATIONS

RECOMMENDATION	ACTION	EVIDENCE	DATE COMPLETED
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			



SELF-STUDY REPORT

Standards for Accreditation

The following standards are to be met in all Seventh-day Adventist schools. Included with the standards are indicators of implementation that identify the degree to which the standard has been effectively attained.

Each Standards Assessment Team is to:

1. Evaluate each standards statement and the indicators of implementation.
2. Collect and record evidences that support the implementation of the indicator. Make evidences available for the Visiting Team.
3. Complete the school response in a short narrative that describes how the evidences support the implementation of the indicator. Multigrade schools (3 teachers or less), in consultation with the conference superintendent, may choose to respond in a narrative for the standard rather than for each indicator.
4. Determine by consensus the extent to which each indicator has been met.
5. Determine the overall rating for the standard.
6. If the overall rating is 2 or below, a recommendation for development of an action plan should be made to the Coordinating Team.

RATING LEVELS	SCORES	DESCRIPTORS
Highly Effective	4.0	Evidences provide strong support for the exceptional implementation of the indicator or standard
Effective	3.0	Evidences provide sufficient support for the implementation of the indicator or standard
Somewhat Effective	2.0	Evidences provide partial support for the implementation of the indicator or standard
Ineffective	1.0	Evidences provide minimal or no support for the implementation of the indicator or standard





Philosophy of Adventist Education

The Seventh-day Adventist Church recognizes God as the ultimate source of existence, truth, and power. In the beginning God created in His image a perfect humanity, a perfection later marred by sin. Education in its broadest sense is a means of returning human beings to their original relationship with God. The distinctive characteristics of this Adventist worldview, built around creation, the fall, redemption, and re-creation, are derived from the Bible and the inspired writings of Ellen G. White.

The aim of true education is to restore human beings into the image of God as revealed by the life of Jesus Christ. Only through the guidance of the Holy Spirit can this be accomplished. An education of this kind imparts far more than academic knowledge. It fosters a balanced development of the whole person—spiritual, physical, intellectual, and social-emotional—a process that spans a lifetime. Working together, homes, schools, and churches cooperate with divine agencies to prepare learners to be good citizens in this world and for eternity.

Standard 1 measures how well the school achieves the purpose of Adventist education.

MISSION

To enable learners to develop a life of faith in God, and to use their knowledge, skills, and understandings to serve God and humanity.

VISION

For every learner to excel in faith, learning, and service, blending biblical truth and academic achievement to honor God and bless others.



SELF-STUDY REPORT

1 Standard for Philosophy and Mission

STANDARD:

The philosophy, mission, and vision statements are learner-centered and give direction to the school's program, and are developed and approved cooperatively by the administration, staff, and school board and reflect the Seventh-day Adventist worldview, core values, and educational philosophy.

SUGGESTED EVIDENCES:

- school improvement plan
- school philosophy and mission statement
- lesson plans
- curriculum maps
- website
- brochures
- school bulletin and/or learner handbook
- newsletters
- school logo
- minutes of meetings such as school board meetings, faculty meetings, Home and School
- parent and learner surveys
- stakeholder surveys

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
1. The school's philosophy, mission, and vision statements reflect the Seventh-day Adventist worldview, core values, and educational philosophy and are integrated in its school-wide goals and practices.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective

SCHOOL RESPONSE

STANDARD FOR PHILOSOPHY AND MISSION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
2. The school's philosophy, mission, and vision are expressed in written statements and are clearly communicated to faculty, staff, learners, parents, and constituents.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. The school takes intentional steps to help learners and their families understand and support the school's philosophy, mission, and vision.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. The school's mission statement is reviewed regularly by stakeholder groups to ensure that it is relevant and continues to meet the needs of learners and constituency.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

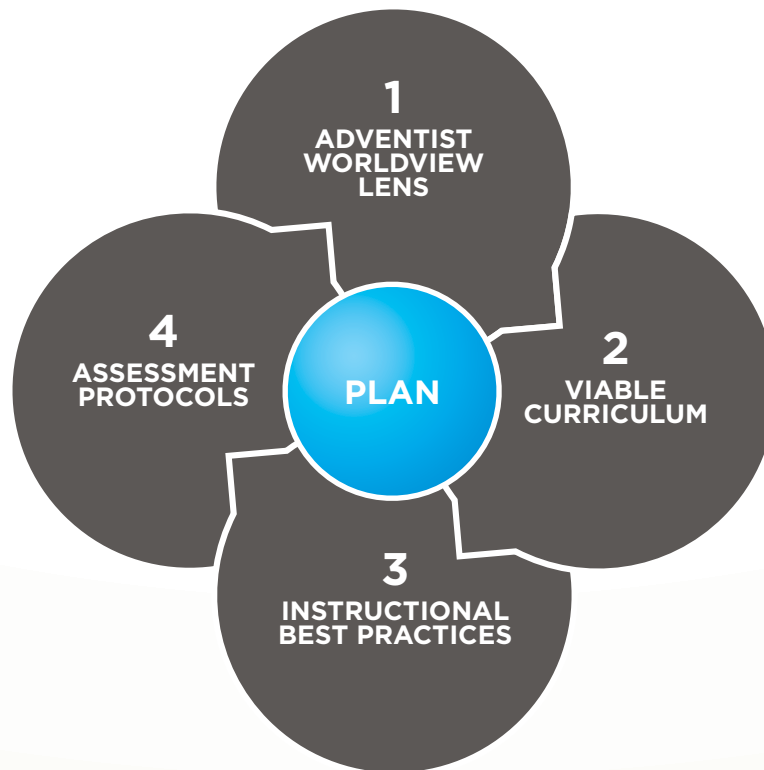


STANDARD FOR PHILOSOPHY AND MISSION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. The school systematically assesses its effectiveness in fulfilling its philosophy, mission, and vision.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
6. The administration, school personnel, and school board demonstrate Christ-like behavior.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

Overall Rating of the Standard for Instruction: ☐ 1 ☐ 2 ☐ 3 ☐ 4



Curriculum Supports

The **ADVENTIST WORLDVIEW** serves as the lens for the curriculum development process. It can be thought of in terms of four parts: What is God's intention? *Creation*; How has God's purpose been distorted? *The Fall*; How does God help us to respond? *Redemption*; and How can we be restored in the image of God? *Re-creation*. These parts help structure and support the teaching and learning activities leading to the harmonious development of learners, preparing them for this world and for eternity.

A **VIABLE CURRICULUM** is the core of the educational program, providing resources and time for the spiritual, mental, physical, social, and emotional development of learners. Adventist education standards, focusing on the knowledge, skills, and dispositions critical to learning in any one content area, serve as the framework for curriculum development. The process of curriculum mapping aligns these components across the grade levels in response to learner interests and needs.

INSTRUCTIONAL BEST PRACTICES, informed by research that identifies how learners learn best, focus on developing learners that are "thinkers and not mere reflectors of other men's thoughts." (E. G. White) Teaching strategies and behaviors also meet the needs of individual learners and ensure whole-person learning. These practices and strategies are used flexibly to design an instructional framework for units and lessons.

ASSESSMENT PROTOCOLS are used to collect data that informs changes in curriculum and instruction. A variety of assessments that provide ongoing feedback are used to track learner progress toward learning outcomes and to inform instruction. Assessment practices also enable learners to develop self-assessment skills and manage their own learning.

Standards 2-4 measure how well teaching and learning activities are structured to prepare learners for this world and for eternity.



SELF-STUDY REPORT

2 Standard for Curriculum

STANDARD:

The curriculum is the core of the educational program providing for the spiritual, mental, physical, social, and emotional development of learners and preparing them for this world and for eternity.

SUGGESTED EVIDENCES:

- curriculum maps
- lesson plans
- current class schedules
- NAD standards or curriculum guides
- school bulletin and/or learner handbook
- learner assessments
- learner work
- portfolios
- projects and/or presentations
- learner health logs
- school lunch program
- constituent communication such as newsletters
- school board minutes for at least one year
- operating budget for current year
- teacher course outlines for each course (secondary)
- curriculum or academic standards committee minutes
- school improvement plan
- current inventory of instructional equipment and supplies

INDICATORS OF IMPLEMENTATION**EVIDENCES****RATING**

1. The school-wide curriculum is based on the Adventist worldview and reflects the stated mission and philosophy of the school.

- ☐ 4 Highly Effective
☐ 3 Effective
☐ 2 Somewhat Effective
☐ 1 Ineffective

SCHOOL RESPONSE

STANDARD FOR CURRICULUM (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
2. NAD Adventist education standards serve as the framework for curriculum which is inclusive of the following subject areas: a. Bible b. English Language Arts c. Mathematics d. Science e. Social Studies f. Health g. Physical Education h. Visual and Performing Arts i. Modern/World Languages j. Technology		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective

SCHOOL RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. Curriculum and instruction are organized, reviewed, and revised based on assessment data using tools such as mapping.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective

SCHOOL RESPONSE

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. The school-wide curriculum promotes learners' inquiry skills such as critical thinking, problem-solving, reasoning, and research skills.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective

SCHOOL RESPONSE

STANDARD FOR CURRICULUM (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. The school-wide curriculum promotes the development of learner attitudes and habits such as persistence, managing impulsivity, respect for diversity, social skills, and responsibility.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE 		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
6. The school-wide curriculum includes opportunities for learners to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle consistent with the Seventh-day Adventist health message.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE 		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
7. The school-wide curriculum provides opportunities to engage in witnessing and service learning experiences.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE 		



STANDARD FOR CURRICULUM (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
8. The school-wide curriculum considers the development, ages, cultures, abilities, interests, and needs of learners.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
9. The school-wide curriculum resources are inclusive of NAD approved textbooks and materials.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
10. The school-wide curriculum is understood and supported by the school stakeholders.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

Overall Rating of the Standard for Curriculum: ☐ 1 ☐ 2 ☐ 3 ☐ 4

SELF-STUDY REPORT

3 Standard for Instruction

STANDARD:

The instructional program is aligned with curriculum design and assessment practices and provides for a variety of learning experiences, consistent with the school's philosophy, goals, and standards and actively engages learners in learning.

EVIDENCES:

- classroom observations
- lesson plans
- learner work or portfolios
- instructional materials and/or resources
- learner survey responses
- school bulletin or learner handbook
- teacher's journal or log
- evidence of participation in or presentation of professional learning
- teacher course outlines for each course (secondary)
- school improvement plan
- current inventory of instructional equipment and supplies
- financial statements of expenditures for instructional equipment and supplies

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
1. Educators create an environment that maintains learners' engagement in the learning process in an age and developmentally appropriate manner.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective

SCHOOL RESPONSE

STANDARD FOR INSTRUCTION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
2. Educators provide opportunities for learners to connect the Adventist worldview with the knowledge, understanding, and skills acquired.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. Educators use a variety of instructional techniques aligned with best practices to address the diverse ages, cultures, abilities, interests, and needs of individual learners.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

STANDARD FOR INSTRUCTION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. Educators use ample and appropriate materials, equipment, and resources to support instruction and learning.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. Educators are reflective practitioners who think systematically about their practice, and refine their instructional practices based on learner feedback/data.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

Overall Rating of the Standard for Instruction: ☐ 1 ☐ 2 ☐ 3 ☐ 4

SELF-STUDY REPORT

4 Standard for Assessment

STANDARD:

Assessment data informs changes in curriculum and instruction to support learning.

EVIDENCES:

- learner progress reports
- report cards
- tracking cards
- observational notes
- learner portfolios
- samples of assessments used
- learner feedback
- lesson plans
- meeting logs/notes
- school board and faculty meeting minutes
- curriculum maps
- learner improvement plans
- data reports
- standardized test results
- operating budgets
- REACH MAPS
- school improvement plan
- email, texts, Skype logs

INDICATORS OF IMPLEMENTATION**EVIDENCES****RATING**

1. Varied and appropriate assessments, aligned with best practices, are used to generate formative data to provide instructional feedback and summative data to track learner progress toward learning outcomes.

- ☐ 4 Highly Effective
- ☐ 3 Effective
- ☐ 2 Somewhat Effective
- ☐ 1 Ineffective

SCHOOL RESPONSE

STANDARD FOR ASSESSMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
2. Teachers collaboratively and routinely share and analyze data within and across grade levels to inform curriculum, instruction, and assessment.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. For learners who are not meeting learning standards, appropriate strategies are implemented to ensure progress toward learning outcomes.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. Learners use assessment data to manage their own learning.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

STANDARD FOR ASSESSMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. Standards-based grading and reporting practices are used.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE 		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
6. Technology is used as a tool to collect, manage, and analyze data.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE 		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
7. Assessment results are used to make decisions regarding the selection and allocation of resources.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE 		

STANDARD FOR ASSESSMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
8. Communication with families regarding learners' progress is regular, productive, and meaningful.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
9. Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
10. Administrators and teachers have the needed training, support, and resources to collect, analyze, and use assessment data effectively.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

Overall Rating of the Standard for Assessment: ☐ 1 ☐ 2 ☐ 3 ☐ 4



Instructional Supports

A successful Adventist school is one in which both teachers and learners are always learning; change is ongoing at all levels. **SUSTAINABLE LEADERSHIP** is key to creating a culture that continuously builds the instructional and learning capacities of teachers and learners. Fullan and others identify three types of support that educational leaders can develop to ensure an effective program.

A particular **SCHOOL ENVIRONMENT** or culture needs to exist in an Adventist school that is designed and maintained to promote learner learning, while supporting the school's mission and goals. The school environment should be safe, nurturing, and foster an appreciation for diversity among learners. Teachers should demonstrate a shared identity and the commitment to work together for greater change.

Time for continuous **PROFESSIONAL LEARNING** opportunities can build the instructional capacity of teachers through the collective development of new knowledge, skills, and understandings. Professional learning should be driven by learner learning needs and aligned with system-wide philosophy and goals. Focus should also be given to teachers' social learning which enhances the potential for change and sustainability. A recommended sequence for professional learning begins with individual inquiry of content through readings or presentations followed by communication and collaboration with other educators often in a job-embedded context.

COMMUNICATION AND COLLABORATION among school personnel, constituents, and community is essential to providing an effective school program. School leaders and teachers should collaborate to plan the instructional program, informed by assessment data. School personnel also need to consistently engage with and respond to parents, constituents, and the community as they develop school programs.

Standards 5-8 measure how well the school supports learner-centered practices.



SELF-STUDY REPORT

5 Standard for Sustainable Leadership

STANDARD:

Administration and school board ensure the effective and successful operation of the school to promote learner success and well-being.

SUGGESTED EVIDENCES:

- school improvement plan
- school board minutes
- personnel committee minutes
- faculty meeting minutes
- safety committee minutes
- operating budget
- classroom supervision schedule and observation data
- spiritual plan
- non-instructional personnel job descriptions and performance review data
- school-wide curriculum goals
- school constitution and by-laws
- employee handbook
- PreK state/provincial license
- education code
- data that tracks instructional strategies used and frequency of use
- school safety plan
- completed safety and security checklist
- school bulletin or learner handbook
- financial statements
- audit report with the statement
- parent and learner surveys
- teacher supervision duty schedule
- locked files for immunization/health records and other confidential/sensitive documents

INDICATORS OF IMPLEMENTATION**EVIDENCES****RATING**

1. The administration and school board work cooperatively to develop and implement policies and practices, aligned with conference/union educational policies, the school constitution, and civil authorities (where applicable) to achieve a successful program.

- ☐ 4 Highly Effective
☐ 3 Effective
☐ 2 Somewhat Effective
☐ 1 Ineffective

SCHOOL RESPONSE

STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
2. The administration and school board work collaboratively to review regularly, and update as necessary, the school constitution and bylaws.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. The school communicates to parents the provisions of the Individuals with Disabilities Education Act/ Canadian human rights legislation for children with disabilities enrolled in private schools.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. The school uses a collaborative process to develop and implement a written strategic or long-range plan that is aligned with the school's mission and philosophy to continuously improve its educational program and services.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. The administration and school board promote spiritual growth by providing resources and activities that foster the development and maintenance of a positive spiritual climate.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
6. The administration and school board cooperate with the local conference office of education to identify qualified administrative, instructional, and non-instructional personnel for employment.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
7. The administration cooperates with the local conference office of education to ensure that administrative, instructional, and non-instructional personnel are oriented with written job descriptions, and aware of their influence on learners, including their role as spiritual mentors.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		



STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
8. The administration and school board cooperate with local conference office of education to ensure compliance with governmental regulations and denominational policies regarding health and safety requirements and employment practices.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
9. The administration cooperates with the local conference office of education to implement a plan of supervision and evaluation of personnel that fosters on-going professional growth.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
10. The administration and school board admit learners based on policies and procedures consistent with its mission and philosophy.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		



STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
11. The administration ensures that teacher-learner ratios and teacher class loads meet union, conference, and state/provincial regulations.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
12. The principal, as instructional leader, makes decisions and facilitates actions that focus on school-wide curriculum goals, innovative instructional strategies, and learner achievement.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
13. The administration ensures the security of all school, learner, and school board documents, records, and information.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		



STANDARD FOR SUSTAINABLE LEADERSHIP (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
14. The school board cooperates with the local conference office of education to plan for and provide resources to ensure that sufficient funds are available for the annual budget and capital improvements.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
15. The school board provides fiscal oversight to ensure operation of the school on a sound financial basis.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
16. The school board develops policies to ensure implementation of sound financial record keeping, including learner accounts.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

 Overall Rating of the Standard for Sustainable Leadership:
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4


SELF-STUDY REPORT

6 Standard for School Environment

(Includes Learning Climate, School Facilities, Health and Safety, Information Resources and Technology Integration.)

STANDARD:

The school environment is designed and maintained to promote learner learning and to support the school's mission and goals.

LEARNING CLIMATE

SUGGESTED EVIDENCES:

- written rules and procedures
- school bulletin and/or learner handbook
- website
- learner/parent consent/registration/acknowledgement forms
- learner and parent surveys
- work-study program philosophy and procedures

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
1. School-wide rules and procedures for behavior are clearly communicated to parents, learners, and personnel.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective

SCHOOL RESPONSE

STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
2. School personnel create a positive, safe, nurturing, and welcoming school environment that supports learner learning and fosters an appreciation for diversity.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. The learning climate promotes learner core values such as self-discipline, responsibility, positive attitudes, and habits.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. School personnel are sensitive to the non-academic needs of learners with a process in place to develop respectful relationships with learners and to address learners' spiritual, physical, emotional, and social needs.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		



STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. Co-Curricular activities are aligned with the school's mission and philosophy, extend the curriculum, and are sufficient in number and variety to meet the needs and interests of all learners.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
6. The work-study program, where applicable, is clearly stated and aligned with Seventh-day Adventist education philosophy.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		



STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

SCHOOL FACILITIES

SUGGESTED EVIDENCES:

- operating budget
- maintenance logs/records
- photos
- campus map and floor plans
- inspection reports
- certificates
- observations
- minutes of learner council
- signage
- school improvement plan
- current inventory of instructional equipment and supplies
- finance committee minutes

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
7. The school's facilities , grounds, playgrounds, and equipment are appropriate and sufficient to support the school's philosophy/mission, the desired learner outcomes, and the educational program.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
8. The school's facilities include appropriate accommodations for: <ul style="list-style-type: none"> a. instruction b. administration c. learner activities d. learner services e. staff meetings f. storage of school property g. storage for learner belongings h. dorms 		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		



STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
9. The school board and administration allocate funds for maintenance and repairs ensuring the school's facilities, grounds, playgrounds, and equipment are functional and well-maintained.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
10. The school is identified by an appropriate sign and displays the national flag.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		



STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

HEALTH AND SAFETY

SUGGESTED EVIDENCES:

- school safety plan
- written safety policies
- record of emergency drills
- annual safety audits
- health and safety training schedule / attendance record
- vehicle maintenance logs
- food service menus
- inspection reports
- observations
- hazardous material management plan (asbestos, chemicals, etc.)
- incident report form
- school improvement plan

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
11. The administration and school board use resources to ensure a safe, healthy environment (including internet safety), with adequate supervision, that supports learner learning.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
12. The school personnel annually review, update, and implement the board approved Emergency Preparedness Plan (including a safety audit to ensure fire, health, and safety regulations are met).		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		



STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
13. Appropriate safety training is provided to relevant stakeholders.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
14. Emergency drills and exercises (such as fire, school lockdown, severe weather) are conducted as required by government and/or local regulations.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
15. The school has an effective protocol for screening volunteers.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		



STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
16. The school has an effective system to control access to the school by non-school personnel.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE 		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
17. Emergency exit maps are prominently displayed in each room.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE 		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
18. School personnel are trained to recognize and report signs of abuse, neglect, and/or distress in learners.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE 		

STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
19. Procedures and resources are in place to respond to illnesses, medical conditions, medical emergencies, and medication storage and distribution.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
20. The drivers and vehicles used to transport learners are in compliance with governmental regulations and denominational policies.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
21. Food service, when provided, is in alignment with the Seventh-day Adventist health message and meets governmental regulations as well as nutritional guidelines.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		



STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INFORMATION RESOURCES (I.E., ELECTRONIC, PRINT, AND OTHER MEDIA)
AND TECHNOLOGY INTEGRATION

SUGGESTED EVIDENCES:

- informational and technology plan
- financial statements of expenditures for information resources and technology
- school board minutes
- meeting logs
- technology plan
- training logs
- acceptable use policy for internet
- lesson plans
- operating budget
- learner use data
- school improvement plan
- current inventory of instructional equipment and supplies
- current class schedule

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
22. The school provides access to an adequate collection of appropriate information resources, including denominational publications, in print and/or electronic forms.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
23. The school has developed a philosophy for selecting and utilizing information resources and technology to positively impact learner learning that maximizes financial and human resources.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		



STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
24. The school has a process for the development, implementation, annual review, and update of a board-approved information resources and technology plan that supports the schools' philosophy, mission, and learner learning outcomes.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
25. The technology infrastructure, equipment, and resources are sufficient to support the school-wide learner learning outcomes and operational needs, and are appropriately maintained and supported annually through funding from the school's budget.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
26. The school has developed and implemented written policies and procedures for acceptable use of technology.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		



STANDARD FOR SCHOOL ENVIRONMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
27. Learners use digital media and environments to communicate and work collaboratively, locally and virtually, to support individual learning and contribute to the learning of others.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
<p>28. Opportunities are provided for learners to access, use and evaluate information, and integrate information literacy skills into all areas of learning.</p>		<div> <input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective </div>
<p>SCHOOL RESPONSE</p>		

Overall Rating of the Standard for School Environment: ☐ 1 ☐ 2 ☐ 3 ☐ 4

SELF-STUDY REPORT

7 Standard for Professional Learning

STANDARD:

Administration and faculty collaborate to develop and implement professional learning opportunities to meet the needs of each learner and enhance the ongoing growth and development of school personnel.

SUGGESTED EVIDENCES:

- school improvement plan
- individual professional growth plans
- operating budget
- school calendars
- meeting logs/minutes
- school-wide goals
- written teacher reflections
- teacher portfolios
- teacher observation feedback
- professional library/resources

INDICATORS OF IMPLEMENTATION**EVIDENCES****RATING**

1. School personnel collaborate annually to develop and implement a school-wide professional learning plan that:
 - is driven by learner learning needs,
 - is aligned to the system-wide and school-wide philosophy and goals,
 - includes continuous and varied professional learning opportunities.

- ☐ 4 Highly Effective
☐ 3 Effective
☐ 2 Somewhat Effective
☐ 1 Ineffective

SCHOOL RESPONSE**INDICATORS OF IMPLEMENTATION****EVIDENCES****RATING**

2. School personnel are implementing individual professional learning plans that:
 - are driven by learner learning needs,
 - are aligned to the system-wide and school-wide philosophy and goals,
 - include continuous and varied professional learning opportunities.

- ☐ 4 Highly Effective
☐ 3 Effective
☐ 2 Somewhat Effective
☐ 1 Ineffective

SCHOOL RESPONSE

STANDARD FOR PROFESSIONAL LEARNING (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. The professional learning culture fosters collaborative learning opportunities within and across schools.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. School personnel are provided with the time, resources, and materials necessary to sustain professional learning.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. School personnel maintain NAD certification/endorsement aligned with instructional assignments.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

Overall Rating of the Standard for Professional Learning: ☐ 1 ☐ 2 ☐ 3 ☐ 4

SELF-STUDY REPORT

8 Standard for Communication and Collaboration

STANDARD:

Communication and collaboration among the school, constituency, and community are essential to providing an effective educational program for learners.

SUGGESTED EVIDENCES:

- minutes from meetings (i.e. Home and School, church, and board meetings)
- current class schedules
- church bulletins
- website
- school newsletters/newspapers
- conference and union publications
- invitations to school activities
- learner participation in church services and activities
- exit interview protocols
- service projects
- school bulletin and/or learner handbook
- school marketing, recruitment, and retention plan
- calendars

INDICATORS OF IMPLEMENTATION**EVIDENCES****RATING**

1. School personnel engage with and respond to constituency and community needs when planning school activities, programs, and services.

- ☐ 4 Highly Effective
☐ 3 Effective
☐ 2 Somewhat Effective
☐ 1 Ineffective

SCHOOL RESPONSE

STANDARD FOR COMMUNICATION AND COLLABORATION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
2. School personnel develop and maintain consistent and collaborative communication with all stakeholders.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. School personnel and constituent church pastor(s) collaborate to mutually support school and church programs and activities.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. School personnel foster partnerships with local community organizations to encourage opportunities such as community-based learning projects, service learning, work experience, career awareness, and financial support.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

STANDARD FOR COMMUNICATION AND COLLABORATION (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
5. School personnel collaborate with parents of home-schooled children, neighboring schools (SDA, public and/or private), and other educational entities.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE <div></div>		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
6. School personnel develop and maintain a formalized school marketing, recruitment, and retention plan.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE <div></div>		

Overall Rating of the Standard for Communication and Collaboration: ☐ 1 ☐ 2 ☐ 3 ☐ 4





Assessment Supports

A school system should systematically collect and analyze data in four domains to inform the change process. The end goal of all the domains is increased learner achievement. School accreditation is a cumulative look at the total educational program through the eyes of all key stakeholders: leadership, teachers, learners, school board, parents, and constituency. Evidence is gathered regarding the degree to which the educational program meets the **SCHOOL IMPROVEMENT STANDARDS** and indicators of implementation for Seventh-day Adventist schools. The standards and indicators address factors that have been identified as affecting learner achievement.

LEARNER STANDARDS, what learners should know (content) and be able to do (skills), serve as the framework for curriculum design, the instructional program, and assessment practices. Standards in Seventh-day Adventist schools reflect the Adventist worldview across PreK-12, as well as the integration of national and provincial/state standards. Assessment data is gathered and analyzed to determine if learners have met the standards and to inform curriculum and instructional planning.

Marzano notes that there are interdependent relationships among teachers, educational leadership, and learner performance. The classroom behaviors of teachers and the vision and practices of leadership positively affect learner performance when there are common goals and a common language of instruction. **TEACHER STANDARDS AND LEADERSHIP STANDARDS** address vertical as well as horizontal alignment across the system. School leadership evaluation is focused on the extent to which leaders produce results in the actions of teachers; teacher evaluation is focused on the extent to which teachers produce specific results in learner achievement.

Learner standards are assessed in Standard 4. **Teacher and leadership standards** are assessed at the conference and are not a part of this accreditation process.

Standard 9 provides opportunity for the school to reflect on the accreditation process and self-study findings to inform the revision of the school improvement plan and the development of action plans that address areas needing improvement.



STANDARD FOR SCHOOL IMPROVEMENT (CONTINUED)

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
3. A continuous school-improvement plan is developed or revised to address the identified needs.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

INDICATORS OF IMPLEMENTATION	EVIDENCES	RATING
4. An ongoing follow-up process is established to monitor the implementation of the continuous school improvement plan.		<input type="radio"/> 4 Highly Effective <input type="radio"/> 3 Effective <input type="radio"/> 2 Somewhat Effective <input type="radio"/> 1 Ineffective
SCHOOL RESPONSE		

Overall Rating of the Standard for School Improvement: ☐ 1 ☐ 2 ☐ 3 ☐ 4

SURVEYS

Instructions for Administering Learner Surveys

The study committee assigned to complete the standard for Learning Climate should also oversee the administration of the Learner Surveys. Follow these instructions:

ADMINISTRATION OF LEARNER SURVEYS

The Learner Surveys are to be administered to learners in grades 3-12. There are separate surveys for grades 3-8 and 9-12. Follow the directions of the conference superintendent/union director regarding the administration of the survey (electronic or paper). Learners absent on the day of administration do not need to be surveyed upon their return. It is recommended that one person supervise the survey of all learners. This will provide continuity in presenting the purpose and rationale for the survey to learners.

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.

If not completing the survey electronically, follow these steps for tabulation of responses.

1. Tabulation of the responses to the survey will be reported on the form provided.
2. Reporting the responses to survey items 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 Learner Survey Tabulation in the Self-study Report.



SURVEYS

Learner Survey

INSTRUCTIONS

Your opinion about the quality of the school program is important. Please complete this learner survey. Your responses will remain confidential. 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: _____

STRONGLY
DISAGREE DISAGREE NEUTRAL AGREE STRONGLY
AGREE

- | STRONGLY
DISAGREE | DISAGREE | NEUTRAL | AGREE | STRONGLY
AGREE | |
|----------------------|----------|---------|-------|-------------------|---|
| 1 | 2 | 3 | 4 | 5 | 1. Spiritual activities at my 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. My 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. 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. I have access to a variety of resources to help me 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. |

CONTINUES ON THE NEXT PAGE »



LEARNER SURVEY (CONTINUED)

STRONGLY
DISAGREE DISAGREE NEUTRAL AGREE STRONGLY
AGREE

1 2 3 4 5

13. My 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 learners.

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. My school is free of substance abuse.

1 2 3 4 5

23. Discipline policies at my school are fair.

1 2 3 4 5

24. My school provides a safe and orderly environment.

1 2 3 4 5

25. My school is free of personal harassment/bullying/hazing.

1 2 3 4 5

26. My school provides a variety of extracurricular activities that meet the needs and interests of learners.

1 2 3 4 5

27. The learner body organization is active.

1 2 3 4 5

28. My school encourages all learners 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.



LEARNER SURVEY (CONTINUED)

	What are the strengths of this school	How would you improve this school?
SPIRITUAL		
ACADEMIC		
EXTRACURRICULAR		



SURVEYS

Instructions for Administering Parent Survey

The study committee assigned to complete the standard for Communication and Collaboration 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 learners. If not completing the survey electronically, 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 Parent Surveys should be tabulated using the same process as was used for the Learner Survey. (See page 63.)

Create a tabulation form similar to learner survey tabulation.

Tabulation form should be placed in location that is similar to location of learner survey.

After Parent Survey, a cover page similar in language to this should be created to Staff Survey and the Staff Survey should be inserted.



SURVEYS

Parent Survey

INSTRUCTIONS

Your opinion about the quality of the school program is important. Please complete this parent survey. Your responses will remain confidential. 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 learner(s) in this school? _____ Currently in grade(s): _____

STRONGLY
DISAGREE DISAGREE NEUTRAL AGREE STRONGLY
AGREE

1 2 3 4 5

1. The school is helping my learner grow in a relationship with Jesus.

1 2 3 4 5

2. I feel welcome at the school.

1 2 3 4 5

3. I am informed of the school's programs and policies.

1 2 3 4 5

4. The school provides learners and teachers with a safe and orderly environment for learning.

1 2 3 4 5

5. The learners and teachers have a good working relationship.

1 2 3 4 5

6. The educational program offered at this school is of high quality.

1 2 3 4 5

7. Teachers hold high expectations for learner learning.

1 2 3 4 5

8. My learner receives adequate help from school personnel.

1 2 3 4 5

9. Learners have access to a variety of resources to help them learn.

1 2 3 4 5

10. Reports concerning my learner's progress are adequate.

1 2 3 4 5

11. The school accommodates learners with special needs.

1 2 3 4 5

12. The school is preparing learners to continue their education at more advanced levels.



PARENT SURVEY (CONTINUED)

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

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

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

16. Additional comments: _____



ACTION PLANS

Instructions for Developing Continuous School Improvement Plans

Schoolwide-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 schoolwide areas that need improvement.

A schoolwide-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 follow.

All schoolwide-improvement action plans will be drafted by the Coordinating Committee and approved by the school board. Action plans will be based on identified needs of the school program that have been included in the completed Self-study Report sections. These action plans should incorporate the information from learner and parent surveys and the findings and recommendations made by study committees and/or school personnel.

PROCEDURES FOR DEVELOPING SCHOOLWIDE-IMPROVEMENT ACTION PLANS

- A.** The Coordinating Team will do the following:
1. Develop all schoolwide-improvement action plans with a clearly stated and measurable objective that is aligned with one of the nine standards.
 2. Identify and develop a reasonable number of achievable, specific action plans produced by the self-study process.
 3. Use the action plan form that follows (one form for each plan) and complete each draft plan, fully identifying the action steps to be taken, the responsible person(s), a multi-year timeline for implementing, and estimated resources required.
 4. Ensure that the principal and faculty review all draft action plans before sending them to the school board for review and approval.
 5. Submit final drafts of all action plans to the school board for approval.
 6. Include all schoolwide-improvement action plans as the final section of the Selfstudy Report.
- B.** The school board will approve all schoolwide-improvement action plans prior to their inclusion in the Self-study Report.



