

MSA STANDARDS FOR SCHOOLS: PARENTS (2016)

INTRODUCTION

As your school proceeds through the accreditation process, an important measure of the school’s “current reality” is assessing itself against the 12 Middle States Standards for Accreditation. These standards and indicators take a holistic look at the entire school program, resources, and environment from the perspective of all of the school’s stakeholders—parents, students, staff, and others. In order to be (re)accredited the school must meet or exceed the 12 Middle States Standards for Accreditation. The survey you are about to take includes a number of indicators for every Standard and you will be asked to assess the level at which the school meets each indicator.

Please be as honest as possible and include appropriate comments. The Planning Team will use the results of the survey to identify areas for growth and improvement and areas of strength. Your input is necessary to make these results reflect all perspectives within your school community.

Rating Guide:

DOES NOT MEET expectations of the indicator.

PARTIALLY MEETS (in need of improvement) expectations of the indicator.

MEETS the expectations of the indicator.

EXCEEDS expectation of the indicator

If you do not have sufficient knowledge or experience to rate an indicator, leave it blank.

After rating each indicator, you will be asked to determine if the school meets or does not meet the overall Standard for Accreditation.

Currently, I have children in the following grades in this school:

- | | | |
|-----------------------------|----------------------------|------------------------------|
| <input type="checkbox"/> PK | <input type="checkbox"/> 4 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> K | <input type="checkbox"/> 5 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 6 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 7 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 8 | <input type="checkbox"/> 12+ |

Total number of Years my child/children have attended this school

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MISSION

Standard for Accreditation

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

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
I know, understand, and support the school's mission or philosophy. (1.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR FAITH-BASED SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school's religious identity is integrated into its goals and objectives. (1.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see symbols and artifacts of the school's faith in the school. (1.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how the school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: PARENTS (2016)

GOVERNANCE AND LEADERSHIP

Standard for Accreditation

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

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

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
To my knowledge, the school is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction in which the school is located. (2.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To my knowledge, there are no legal or proprietary ambiguities in the ownership and control of, or responsibility for the school. (2.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's governing body (Board of Trustees, School Board, Directors) and the school's leadership (Superintendent, Principal, Assistant Principal, Head of School, Director) provide effective leadership to the school. (2.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's governing body refrains from undermining the authority of the school's leadership to conduct the daily operation of the school. (2.10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's leaders maintain positive relationships with parents, students, and the community. (2.18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The governing body and school's leadership maintain appropriate confidentiality in communications. (2.20, 2.29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's leaders maintain an atmosphere of mutual trust and cooperation. (2.22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's leadership assure that all school programs and activities are well planned, supervised, staffed with qualified personnel, and given appropriate resources. (2.23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR FAITH-BASED SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school's governance and leadership are good models of the religious beliefs and values of the school. (2.30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining the religious identity of the school is a priority of the school's administration. (2.31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's governance and leadership promote respect and collaboration among all members of the school's "faith" community. (2.36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how the school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: PARENTS (2016)

SCHOOL IMPROVEMENT PLANNING

Standard for Accreditation

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

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school provides me with information about the school's improvement goals and plans for improvement. (3.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides me and other members of the school's community with opportunities for input in their development. (3.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
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Comments on your ratings for how the school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: PARENTS (2016)

FINANCES

STANDARD FOR ACCREDITATION

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

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school is financially stable, and that stability should continue in the future. (4.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides families and community members opportunities to give input into the school's financial planning. (4.8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prospective students and their parents/guardians are informed in advance about any fees required to attend the school and participate in its educational program and activities. (4.10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR FAITH-BASED SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The governance provides financial resources necessary to support and enhance the religious nature of the school. (4.16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The governance makes judicious use of financial resources based on the religious values of the school. (4.17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
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Comments on your ratings for how the school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: PARENTS (2016)

FACILITIES

Standard for Accreditation

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

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school’s facilities are adequate in space and equipment for a high quality educational program. (5.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lighting in the school is good. (5.8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school’s facilities provide for safe entry, exit, and traffic flow within the facility. (5.9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school’s facilities are healthy, safe, and well maintained. (5.11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School’s Adherence to the Standard:

- Our school **MEETS** this Standard.
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Comments on your ratings for how the school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: PARENTS (2016)

SCHOOL ORGANIZATION AND STAFF

Standard for Accreditation

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

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
Staff members demonstrate they are committed to the school and dedicated to their work. (6.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members of the school's staff display professional satisfaction and good morale. (6.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The members of the school's staff (teachers, administrators, and support staff) are qualified and competent. (6.17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members of the staff, students, and families feel safe in the school. (6.23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has a well defined code of student conduct that supports a positive learning environment and is administered fairly and uniformly. (6.24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff members demonstrate commitment to, pride in, and support of the school. (6.25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR FAITH-BASED SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
Programs of study, activities, athletics, the code of conduct, and discipline actions reflect the religious values of the school. (6.31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate attention is given in all school programs and activities to values and traditions that demonstrate and reinforce the school's religious nature. (6.32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The religious studies program for students is well defined and consistent with school's religious beliefs and values. (6.36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prayer and other expressions of faith are integral parts of the school's educational program and activities. (6.37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
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Comments on your ratings for how the school does or does not meet the Standard.

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HEALTH AND SAFETY

Standard for Accreditation

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

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school provides students with opportunities to develop skills that contribute to personal wellness and healthy lifestyle. (7.12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has an effective system to control access to the school by visitors or other outsiders. (7.13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
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Comments on your ratings for how the school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: PARENTS (2016)

EDUCATIONAL PROGRAM

Standard for Accreditation

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

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school's educational program is meeting the needs of my child or children. (8.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about the school's educational program, school policies, and other information is available in written form to students and their parents. (8.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's educational program provides instruction in basic core academic subjects (language arts and literature, mathematics, science, social sciences, world languages, visual and performing arts, health, and physical education). (8.4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides instruction in effective use of information technology. (8.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides appropriate activities to assist students with the transition from one school to another (pre-kindergarten to kindergarten, pre-K or kindergarten to elementary school, elementary to middle school, middle to high school). (8.40, 8.42)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The middle and high school educational programs provide appropriate educational programs for students who are concluding formal study as well as those planning further education. (8.43)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school's educational program reflects an integrated approach to the children's social, emotional, physical, cognitive, and language development. (8.22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Both child-initiated and teacher-initiated activities are included in the daily plan. (8.23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infants and young toddlers primarily receive individual attention and occasionally take part in small groups. (8.24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR DISTANCE EDUCATION SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
Students are provided with sufficient interactions with the school's faculty and other students. (8.46)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was notified about any aspects of the school's educational program that are created or delivered by an organization other than the school. (8.47)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks and other instructional materials are suitable for distance learning. (8.49)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR FAITH-BASED SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The religious nature of the school is appropriately reflected throughout the school's educational program. (8.52)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The religious dimension of all areas of the curriculum is acknowledged. (8.53)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faith development and community service programs are seen as integral parts of the school's educational programs. (8.55)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The religious education of the students is a concern of all faculty members. (8.57)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum for the health education program(s) is consistent with the teachings and values of the religious beliefs on which the school is founded. (8.59)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faith-based experiences that foster the religious formation of the students are provided regularly. (8.61)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how the school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: PARENTS (2016)

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING

Standard for Accreditation

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

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school expects progress in student learning and performance, and progress is accurately, clearly, and systematically reported to the school community. (9.2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's leadership, teachers, and staff are committed to and accept responsibility for students' learning. (9.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides regular communication about how well my child is learning. (9.10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how the school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: PARENTS (2016)

STUDENT SERVICES

Standard for Accreditation

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

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school's student services provide all students the services they need to be successful learners. (10.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's student services address emotional and social needs as well as the academic needs of the students. (10.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological, social work, and other services are available to support student learning. (10.3, 10.21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides my child/children and me with sufficient orientation before my child/children entered the school. (10.8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides me with information about child development, education, and related topics. (10.9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The transportation the school provides for my child/children is safe and adequate. (10.13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides an adequate and nutritional food service for the students. (10.15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has programs to address my child's/children's special learning needs, if needed. (10.21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has procedures for admitting and placing students in appropriate programs and levels. (10.24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications from the school are clear, accurate, and up to date. (10.26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR DISTANCE EDUCATION SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
When my child/children first entered this school we were provided enough information about its program and what my child/children would need to do to be successful in a distance education school. (10.27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides my child/children with enough contacts with the school's staff s/he can use if s/he needs information and/or help. (10.28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR FAITH-BASED SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The student services are appropriate for the school's religious identity and mission. (10.31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services support the development of the faith-based community of the school. (10.33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions policies are consistent with the school's religious values and traditions. (10.34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
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Comments on your ratings for how the school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: PARENTS (2016)

STUDENT LIFE AND STUDENT ACTIVITIES

Standard for Accreditation

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

FOR ALL SCHOOLS

	Does Not Meet	Partially Meet	Meets	Exceeds
The school offers my child/children a variety of student sports and activities. (11.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school's staff members and others who sponsor student activities are qualified and provide appropriate supervision of the students. (11.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When my child/children or other students accomplish something special, the school recognizes those accomplishments in meaningful ways. (11.6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's/children's relationships with his/her teachers and other members of the school's staff show that they respect and understand her/him, and they treat her/him fairly. (11.7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school holds events that include staff, families, and children. (11.12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR BOARDING SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school helps my child/children to develop healthy relationships with adults at the school. (11.14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school makes adequate provisions to provide my child/children with privacy, recreation, and/or opportunities to practice their faith. (11.16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child/children is supervised by an adult of the school at all times while at the school; even on weekends and periods when classes are not in session. (11.16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FOR FAITH-BASED SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school's student activities and athletics include opportunities for my child to develop his/her faith. (11.19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
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Comments on your ratings for how the school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: PARENTS (2016)

INFORMATION RESOURCES

Standard for Accreditation

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

FOR ALL SCHOOLS

	Does Not Meet	Partially Meets	Meets	Exceeds
The school has an "acceptable use" policy for what my child/children can and cannot do while using the school's information and technology resources. (12.1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child/children is provided with adequate instruction on how to use the school's information resources. (12.3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child/children is given appropriate access to the school's information resources and technology. (12.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology resources such as computers are well-maintained and up to date in the school. (12.5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has an adequate amount of appropriate information and technology resources for my child/children and the other students. (12.7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school provides people who can help my child/children if s/he needs help with the school's information resources and technology. (12.8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Assessment of the School's Adherence to the Standard:

- Our school **MEETS** this Standard.
- Our school **DOES NOT MEET** this Standard.

Comments on your ratings for how the school does or does not meet the Standard.

MSA STANDARDS FOR SCHOOLS: PARENTS (2016)

CONCLUSION

This parent survey covered all major aspects of the school that are important to me.

- Agree
- Disagree

If it did not, what aspects were omitted?

Please add any other comments that you feel may be helpful contributions to the school as it seeks to identify its strengths and the areas in which it needs to improve:

**Thank you for taking the time to complete this standards survey thoughtfully.
Your opinions do count!**