

MSA STANDARDS FOR SCHOOLS: STAFF (2016)

SELF-ASSESSMENT OF THE MIDDLE STATES STANDARDS FOR ACCREDITATION

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.

MSA STANDARDS FOR SCHOOLS: STAFF (2016)

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.

INDICATORS OF QUALITY FOR ALL SCHOOLS

The school's statement of mission is:

	Does Not Meet	Partially Meets	Meets	Exceeds
1.1 Clearly aligned with the school's beliefs and profile of graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2 Communicated widely, understood and supported by the students, their families, and (if appropriate) and the school's community of stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.3 Developed using a process that considered input by appropriate stakeholders of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.4 Reviewed periodically to determine its effectiveness in communicating the school's purposes and vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR FAITH-BASED SCHOOLS

The school's religious identity is:

	Does Not Meet	Partially Meets	Meets	Exceeds
1.5 Integrated into its school-wide goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.6 Visible in symbols and artifacts throughout the school.	<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 and Indicators.

MSA STANDARDS FOR SCHOOLS: STAFF (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.

INDICATORS OF QUALITY FOR ALL SCHOOLS

The school's governing body ensures that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
2.1 Is in compliance with all applicable statutes, ordinances, and regulations of all civil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2 Has no legal or proprietary ambiguities in ownership, control, or responsibility.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.3 Expresses partnerships and any corporate linkages in ownership/governance as enforceable agreements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.4 Is provided with effective leadership, support, and continuity, including succession plannin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.5 Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.6 Is provided with the sufficient qualified personnel to deliver its programs, services, and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The school's governing body ensures that it:

	Does Not Meet	Partially Meets	Meets	Exceeds
2.7 Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the school's mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.8 Uses a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.9 Thinks and acts strategically, reflecting on its decisions and the consequences of its actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Does Not Meet	Partially Meets	Meets	Exceeds
2.10 Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.11 Works cooperatively with the school's leadership to establish and maintain clear, written policies and procedures that are consistent with the school's mission, are implemented at all times, and reviewed regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.12 Has and implements written policies and/or procedural guidelines that define for the governing body: Its proper roles and responsibilities; Qualifications for its members; Its composition, organization, and operation; Terms of office for its members; and Provisions for identifying and selecting new board members when vacancies occur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.13 Implements a process for reviewing/revising its policies regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.14 Evaluates systematically and regularly its own effectiveness in performing its duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.15 Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.16 Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.17 Includes members that represent constituencies served by the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.18 Maintains appropriate and constructive relations with the school's leadership, staff, students, families, the community, and with each other in the interest of serving the needs of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.19 Recognizes the accomplishments of staff members and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.20 Adheres to appropriate guidelines concerning confidentiality in communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The school's leadership:

	Does Not Meet	Partially Meets	Meets	Exceeds
2.21 Is accountable to the governing body and is responsible for ensuring the school's students achieve the expected levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.22 Maintains a relationship with the school's governing body characterized by mutual trust and cooperation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.23 Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.24 Provides a program of professional development based on the needs of the school and staff identified in the school's growth and improvement process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.25 Ensures that professional and support staff members stay well informed about educational developments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.26 Undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.27 Stays well informed of and implements proven practices identified in educational research and literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.28 Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.29 Adheres to appropriate guidelines concerning confidentiality in communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR FAITH-BASED SCHOOLS

The school's governing body and leadership:

	Does Not Meet	Partially Meets	Meets	Exceeds
2.30 Articulate and model the religious tenets of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.31 Maintain the religious identity of the school as a priority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.32 Use the school's religious values and identity to inform its policies, procedures and decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.33 Accept the authority of the sponsoring religious institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.34 Engage the school's community of stakeholders in setting direction and planning for the future of the school as a faith-based institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.35 Include an assessment of candidates' understanding of and commitment to the religious beliefs and mission of the school when hiring the school's leadership and members of the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.36 Promote respect and collaboration among all members of the school's "faith" community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.37 Give appropriate attention to building a respectful and collaborative "faith" community among the faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATOR OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

The school's leadership:

	Does Not Meet	Partially Meets	Meets	Exceeds
2.38 Includes personnel with the appropriate qualifications, experience, and competencies to lead an institution that uses a distance modality(ies) to deliver all or part of its educational program and/or services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATOR OF QUALITY FOR PROPRIETARY SCHOOLS

The proprietor/leader:

	Does Not Meet	Partially Meets	Meets	Exceeds
2.39 Possesses knowledge and experience in fields of study offered by the school or ensures that others within the institution's leadership possess that knowledge and experience.	<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 this Standard and Indicators.

MSA STANDARDS FOR SCHOOLS: STAFF (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.

INDICATORS OF QUALITY FOR ALL SCHOOLS

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
3.1 Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the school's community of stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2 Bases its strategic plan on longitudinal data regarding the achievement and performance of the school's students and the school's capacity to produce the levels of student achievement and performance expected by its community of stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3 Communicates regularly to its community of stakeholders information about the school's planning process, strategic plan, and the results being achieved by implementing the plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4 Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.5 Takes into consideration the school's capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6 Guarantees that its action plans address all areas of the school's programs, services, operations, and resources that are relevant to the school's mission and the strategic plan's goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.7 Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATOR OF QUALITY FOR FAITH-BASED SCHOOLS

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
3.8 Maintains as a priority in all planning activities the spiritual life of the school and its community.	<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 this Standard and Indicators.

MSA STANDARDS FOR SCHOOLS: STAFF (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.

INDICATORS OF QUALITY FOR ALL SCHOOLS

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
4.1 Is free of any contingent financial liabilities or on-going litigations that could affect the school's ability to continue operation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 Maintains levels of income and expenditures that are in appropriate balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3 Has and implements written policies and procedures that require the governing body and leadership to exercise prudent control over the school's finances and all financial operations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4 Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5 Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6 Submits official financial records of the school such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Does Not Meet	Partially Meets	Meets	Exceeds
4.7 Responds appropriately to the results and recommendations of financial audits or reviews.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.8 Gives stakeholders appropriate opportunities to provide input into financial planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.9 Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.10 Informs families enrolling students in the school about any financial obligations for attending the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.11 Sets tuitions and fees, if applicable, that are related to the content of the school's educational program, the length of study, and equipment and supplies required for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.12 Has and implements written, reasonable, and equitable tuition, collection, and refund policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.13 Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.14 Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.15 Conducts advancement efforts that are supported by the school's leadership, staff, parents, and alumni.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR FAITH-BASED SCHOOLS

The school's governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
4.16 Has the financial resources necessary to support and enhance the religious nature of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.17 Considers the religious values of the school when making decisions regarding the use of its financial resources.	<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 this Standard and Indicators.

MSA STANDARDS FOR SCHOOLS: STAFF (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.

INDICATORS OF QUALITY FOR ALL SCHOOLS

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
5.1 Provides sufficient and appropriate facilities for all aspects of the school's educational programs, activities, and services including:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.a Instructional areas/classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.b Administrative offices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.c Conference rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.d Residential Boarding (students and faculty)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.e Health Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.f Student activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.g Student services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.h Safe and secure storage of school property, equipment, official records, and materials (e.g., cleaning supplies and chemicals).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1.i Safe and secure storage of student belongings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2 Provides an effective and aesthetically pleasing learning environment which supports the educational goals and effective teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Does Not Meet	Partially Meets	Meets	Exceeds
5.3 Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4 Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.5 Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.6 Considers the capacities of its facilities and equipment before adopting new programs and in its strategic planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.7 Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.8 Has adequate and appropriate lighting throughout its facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.9 Has sufficient space for entering, exiting, and traffic flow within its facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.10 Makes safe drinking water available for the students, the staff, and visitors to the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.11 Is in compliance with the requirements of all appropriate civil authorities in which the school is located for fire safety and occupancy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD EDUCATION PROGRAMS

The governing body and leadership ensure that the learning environment:

	Does Not Meet	Partially Meets	Meets	Exceeds
5.12 Includes interest centers that have materials in an orderly and accessible arrangement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.13 Has sufficient space for the number of children involved in the early childhood learning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.14 Includes appropriately sized furniture designed to assure accessibility to children.	<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 this Standard and Indicators.

MSA STANDARDS FOR SCHOOLS: STAFF (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.

INDICATORS OF QUALITY FOR ALL SCHOOLS

The governing body and leadership ensure that the school's organization promotes:

	Does Not Meet	Partially Meets	Meets	Exceeds
6.1 A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2 Commitment to the school, dedication to their work, and pride in the outcome of their efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.3 Professional satisfaction and good general morale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The governing body and leadership ensure that the school's organization:

	Does Not Meet	Partially Meets	Meets	Exceeds
6.4 Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.5 Defines clearly in writing roles, responsibilities, expectations, and reporting relationships of its staff that support a high quality educational program and experiences for the school's students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The governing body and leadership ensure that the school has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:

	Does Not Meet	Partially Meets	Meets	Exceeds
6.6 The day-to-day operation of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.7 Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.8 Evaluating staff members' performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.9 Handling complaints/ grievances by members of the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.10 Orienting and mentoring of new staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.11 Appropriate orientation and supervision for service providers not employed by the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.12 Due diligence conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.13 Due diligence conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.14 Due diligence conducted to ensure that volunteers are eligible and continue to be eligible to work with children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The governing body and leadership ensure that the school's staff:

	Does Not Meet	Partially Meets	Meets	Exceeds
6.15 Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the school's educational program, services, and activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.16 Has a scheduled program of regular systematic professional training (for staff, contractors, and volunteers) on student safeguarding, child abuse prevention, identification, intervention, and reporting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.17 Is assigned to work based on the members' education, preparation, experience, expertise, and commitment to the school's success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.18 Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.19 Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.20 Is provided with an opportunity to discuss performance evaluations with the evaluator(s) and the ability to appeal evaluations to a designated level of leadership above the evaluator(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.21 Is provided opportunities to offer input into the content of professional development experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.22 Is encouraged by the leadership to affiliate with professional organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.23 Feels safe in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.24 Enforces the student code of conduct fairly and uniformly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.25 Demonstrate a commitment to, pride in, and support for the school by participating in its activities, and promoting its mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

The governing body and leadership ensure that the early childhood program:

	Does Not Meet	Partially Meets	Meets	Exceeds
6.26 Has and implements personnel policies that include an appraisal system and professional development programs that focus explicitly on staff behaviors that are to be encouraged in the classroom such as teacher interactions with children, acknowledgement of age-appropriate development, and developmentally appropriate instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.27 Seeks to achieve applicable teacher and/or staff-to-children ratios.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS THAT PROVIDE ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

The governing body and leadership ensure that:

	Does Not Meet	Partially Meets	Meets	Exceeds
6.28 Members of the faculty who deliver the educational program and associated tasks via a distance modality are appropriately qualified and experienced.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The governing body and leadership ensure that the program:

	Does Not Meet	Partially Meets	Meets	Exceeds
6.29 Includes developing age-appropriate relationships between students and their teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR FAITH-BASED SCHOOLS

The governing body and leadership ensure the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
6.30 Portrays an identifiable integration of faith, life, and culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The governing body and leadership ensure that:

	Does Not Meet	Partially Meets	Meets	Exceeds
6.31 The school's programs of study, activities, athletics, codes of conduct, and discipline actions reflect the religious values expressed in the school's foundational documents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.32 Appropriate attention is given in all school programs and activities to values and traditions that demonstrate and reinforce the school's religious nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.33 Members of the faculty are provided with opportunities to advance their understanding of the religious beliefs and foundation documents of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.34 Formal and informal opportunities are provided for the spiritual development of the faculty and staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.35 Regular professional development opportunities are provided for the spiritual development of the faculty and staff as spiritual leaders in the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.36 The religious studies program for students is consistent with the mission of the school and the sponsoring institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.37 Opportunities for prayer and/or expressions of faith are integrated into the school's curricula and daily activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR ALL PENNSYLVANIA PUBLIC SCHOOLS, PRIVATE SCHOOLS AND THEIR CONTRACTORS' EMPLOYEES WHO WORK IN DIRECT CONTACT WITH CHILDREN, AND STUDENT TEACHER CANDIDATES.

The governing body and leadership ensure that the school has and implements written policies and procedures that:

	Does Not Meet	Partially Meets	Meets	Exceeds
PA 6.38 In accordance with Act 24 of 2011 and Section 111 of the Pennsylvania School Code, require all applicants for employment with the institution, including employees of independent contractors but excluding employees who do not have direct contact with students, and student teacher candidates to undergo the following background checks prior to being hired or contracted: a. Pennsylvania State Police Request for Criminal Records Check. Applies to individuals hired as of January 1, 1986;	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. PA Department of Public Welfare Child Abuse History Clearance; and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Federal Criminal History Record Information (CHRI) in a manner required by the Department of Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PA 6.39 In accordance with Act 24 of 2011, require all employees as of September 29, 2011 who have not been subject to a previous background check to: a. provide assurances on form PDE-6004 that they have not been previously arrested or convicted of a Section 111(e) offense; or	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. if they refuse to submit form PDE-6004, are required to submit a current background check under Section 111.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PA 6.40 Require the institution to review applicants' required background check reports prior to their being hired or contracted to determine the fitness of the individual to work in a position in which s/he will have contact with children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PA 6.41 Require the institution to keep on file copies of the required background check reports for all staff hired or contracted on or after April 1, 2007.	<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 this Standard and Indicators.

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.

INDICATORS OF QUALITY FOR ALL SCHOOLS

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
7.1 Regularly reviews and updates its written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2 Regularly reviews and updates its plans for responding to emergencies and crises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3 Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.4 Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.5 Provides appropriate and adequate health care and safety for its students during the school day and makes provisions for appropriate health care and safety at school functions that take place away from the school's premises.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.6 Provides appropriate training for all staff members on implementing the school's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.7 Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.8 Has and implements a system to account for the whereabouts of its students at all times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Does Not Meet	Partially Meets	Meets	Exceeds
7.9 Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.10 Provides staff with up-to-date and relevant health, wellness, and safety information and practices pertaining to the school's students and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.11 Has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to health, safety, and child protection.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.12 Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.13 Has an effective system to control access to the school by visitors and other non-school personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.14 Implements policies, procedures and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS WITH BOARDING

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
7.15 Provides appropriate and adequate health care and safety for its students and staff in residential boarding, including: 7.15.a. Written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the dormitories.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.15.b Conducting drills of its emergency and crisis plans regularly and maintaining written records of drills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.15.c. Provision of appropriate health care and safety for students and dormitory staff residing in dormitories at all times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.15.d. Provision of appropriate training for all dormitory staff members on implementing the dormitory's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.15.e. An effective system to control access to the dormitories by visitors and other non-school personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
7.16 Provides care for infants that is consistent with current professional practice, especially with respect to sleeping, bottle-feeding, diapering, sanitation, nurturing, and daily interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.17 Regularly sanitizes surfaces where children eat and sleep and items they can put into their mouths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.18 Consults regularly with health professionals regarding the health risks of working with young children.	<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 this Standard and Indicators.

MSA STANDARDS FOR SCHOOLS: STAFF (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.

INDICATORS OF QUALITY FOR ALL SCHOOLS

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
8.1 Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school's mission and goals for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.2 Publishes for all students and their families an overview of the school's educational program and its programs of study and seeks input as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The governing body and leadership ensure that the school's educational program includes:

	Does Not Meet	Partially Meets	Meets	Exceeds
8.3 Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.4 Instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.5 Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of knowledge and skills learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.6 Experiences that promote students' critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.7 Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.8 Opportunities that promote global awareness and understanding of diverse cultures and lifestyles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The governing body and leadership ensure that the school's educational program:

	Does Not Meet	Partially Meets	Meets	Exceeds
8.9 Is delivered using documented curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and proven practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.10 Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.11 Expresses expected student learning outcomes in terms that can be understood by the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.12 Is delivered in a variety of learning settings (e.g., individual, small group, large group).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.13 Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance and ensures students are prepared for a successful transition to the next educational level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.14 Is articulated both horizontally and vertically and coordinated among all levels of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

The governing body and leadership ensure that the school's early childhood educational program:

	Does Not Meet	Partially Meets	Meets	Exceeds
8.15 Considers as part of its educational program, everything that happens during the day, including while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.16 Supports language development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.17 Provides a balance of opportunities for mastery and challenge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.18 Includes activities that are designed to prompt exploration, support growing independence, and minimize disruptions/distractions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.19 Includes age- and content-appropriate interest activities in all classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.20 Treats all spaces in the school in which students may be present as part of the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.21 Supports positive interactions between peers that are developmentally appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The governing body and leadership ensure that the school's early childhood educational program:

	Does Not Meet	Partially Meets	Meets	Exceeds
8.22 An integrated approach to children's social, emotional, physical, cognitive, and language development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.23 A good balance of child-initiated and teacher-initiated activities in the daily plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.24 Individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.25 A balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.26 Daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.27 Development of early language and literacy skills through interactive activities, such as: conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.28 Opportunities for increasing independence in use of materials and equipment and in self-care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.29 Structured and unstructured opportunities for children's active involvement with people and materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.30 Spontaneous learning and activities that build on children's repertoires and curiosity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.31 Learning areas designed for individual and group exploration and growth and that support challenge and consolidation in the relevant domains of development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.32 Materials for gross and fine motor activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.33 Developmentally appropriate learning resources for outdoor activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.34 Daily opportunities for creative expression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.35 A variety of books that are accessible to all age groups every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS WITH ELEMENTARY SCHOOL PROGRAMS

The governing body and leadership ensure that the school's elementary-level educational program:

	Does Not Meet	Partially Meets	Meets	Exceeds
8.36 Places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.37 Provides an integrated approach to children's social, emotional, physical, cognitive, and language development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.38 Provides individualized instruction and, as appropriate, activities in small groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.39 Provides daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.40 Provides experiences that prepare students for successful transition to middle and secondary school settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS WITH MIDDLE SCHOOL PROGRAMS

The governing body and leadership ensure that the school's middle-level educational program:

	Does Not Meet	Partially Meets	Meets	Exceeds
8.41 Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.42 Provides experiences that prepare students for successful transition to the secondary school setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS WITH SECONDARY SCHOOL PROGRAMS

The governing body and leadership ensure that the school's secondary-level educational program provides:

	Does Not Meet	Partially Meets	Meets	Exceeds
8.43 Students with the knowledge, skills, and habits of mind required for college and career readiness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.44 Experiences that prepare students for successful transition to postsecondary education and/or the world of work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.45 Students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

The governing body and leadership ensure that the school’s educational program:

	Does Not Meet	Partially Meets	Meets	Exceeds
8.46 Facilitates student interaction (synchronous and asynchronous) with teachers and other students through a variety of means as an essential characteristic of the educational program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.47 Informs students and their families (if appropriate) about any aspects of the educational program that are created or delivered by an organization other than the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.48 Sets the expectations for student learning and performance that are achievable through a distance modality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.49 Uses textbooks and/or other learning and instructional materials that are developed by authors qualified in distance education techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.50 Includes instruction in the skills students need to use the distance modality effectively and efficiently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.51 Provides opportunities for students to develop social skills for relating to and working with other students and adults.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR FAITH-BASED SCHOOLS

The governing body and leadership ensure that the school's educational program:

	Does Not Meet	Partially Meets	Meets	Exceeds
8.52 Reflects appropriately the religious nature of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.53 Integrates religious teachings into all areas of the educational program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.54 Includes teachings that are grounded in the beliefs, values, and traditions of the sponsoring faith-community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.55 Defines clearly the objectives for faith development and community service programs for students that reflect the mission of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.56 Makes religious education for students a priority in scheduling, budgeting, and planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.57 Is a central concern of all of the school's leaders, faculty members, and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.58 Is age and developmentally appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.59 Includes health education that is consistent with the religious beliefs and values of the sponsoring faith-community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.60 Includes opportunities for students to apply their learning beyond the classroom (e.g., community service projects, internships, job shadowing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.61 Provides regular faith-based experiences that foster the religious formation of the students.	<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 this Standard and Indicators.

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.

INDICATORS OF QUALITY FOR ALL SCHOOLS

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
9.1 Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.2 Reports the results of its assessment of students’ learning and performance regularly, accurately, and clearly to the school’s community of stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.3 Has leadership and a staff that are committed to, participate, and share in accountability for student learning and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The governing body and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor by:

	Do Not Meet	Partially Meets	Meets	Exceeds
9.4 Evaluating the effectiveness of the school’s curricula, instructional methods, professional development program, and student services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.5 Monitoring learning by individual students as well as cohorts of students as they move through the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.6 Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
9.7 Maintains appropriate records of students' learning and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.8 Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing confidentiality of student records.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.9 Communicates its assessment policies and program to the school's community of stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.10 Communicates regularly with families regarding students' progress in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.11 Collaborates with families to develop, if necessary, appropriate strategies to assist the students to learn and perform at the expected levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The governing body and leadership ensure that the school uses assessments to measure student learning that:

	Does Not Meet	Partially Meets	Meets	Exceeds
9.12 Are based on current and reliable research on child development and growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.13 Provide data that can inform decisions regarding allocating resources for the components of the school's educational program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.14 Can be used for making recommendations to families whose children may benefit from further assessment/evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.15 Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.16 Reflect understanding of different styles of learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.17 Enable the staff to identify students that might have special needs for learning and performing at the expected levels as early as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.18 Are augmented by information and insights about students' learning and performance from students' families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATOR FOR QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

The governing body and leadership ensure that:

	Does Not Meet	Partially Meets	Meets	Exceeds
9.19 Children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.20 Assessments used to measure student learning and development are aligned with age-appropriate early childhood standards for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
9.21 Has and implements written policies and/or procedural guidelines that ensure students fulfill program requirements personally and with appropriate assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.22 Has and implements written policies and/or procedural guidelines to ensure the identity of the students when assessing learning and performance electronically or by means other than in a location in which the student is in the presence and under the direct supervision of a staff member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.23 Requires that members of the staff who evaluate student assignments are qualified in the fields they are evaluating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.24 Uses data on student learning and performance and completion rates to evaluate and revise, as needed, curriculums, instructional methods, and educational services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATOR OF QUALITY FOR FAITH-BASED SCHOOLS

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meet	Meets	Exceeds
9.25 Includes in its assessments of students' learning and performance knowledge and application of the school's religious beliefs and values.	<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 this Standard and Indicators.

MSA STANDARDS FOR SCHOOLS: STAFF (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.

INDICATORS OF QUALITY FOR ALL SCHOOLS

The governing body and leadership ensure the school provides student services that:

	Does Not Meet	Partially Meets	Meets	Exceeds
10.1 Address developing students' academic and social skills, personal attributes, and career awareness and planning skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.2 Are the shared responsibility of the school's counselors, leadership, teachers, and other staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.3 Address students' emotional and social needs as well as academic needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.4 Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.5 Extend into and support services provided by community agencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.6 Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.7 Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school's educational program and student services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.8 Include an orientation program for new students and their families to share the school's mission, educational program, services, policies, and expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.9 Make available to students' families information about child development and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Transportation Services—The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
10.10 Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and school events by means provided by the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.11 Requires that all transportation personnel of the school or those contracted by the school are appropriately trained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.12 Is in compliance with the safety requirements of all appropriate civil authorities in which the school is located for transportation services provided or contracted by the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.13 Has and implements procedures for the safe arrival and departure of students from the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Food Services—The governing body and leadership ensure that:

	Does Not Meet	Partially Meets	Meets	Exceeds
10.14 Student dining areas are functional and hygienic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.15 Meals provided by the school meet generally accepted nutritional standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.16 Information about nutritional values of the foods is available to students and their families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.17 Appropriate training is provided to food services providers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.18 Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the school is located.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.19 Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the school is located.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Services for Students with Special Needs—The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
10.20 Has and implements written policies or procedural guidelines to identify and address the education of students with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.21 Provides or refers families to appropriate related services and/or accommodations to meet students' special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.22 If applicable, is in compliance with all requirements of the jurisdictions in which the school is located related to students with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Admissions and Placement—The governing body and leadership ensure that the school has and implements written policies or procedural guidelines governing:

	Does Not Meet	Partially Meets	Meets	Exceeds
10.23 Admission to the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.24 Placement of students in the appropriate components of the educational program and at the appropriate levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
10.25 Informs applicants for enrollment and their families of the mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.26 Employs only marketing materials, statements, and representations related to the school's educational programs, services, activities, and resources that are clear, accurate, current, and non-discriminatory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
10.27 Advises prospective students and their parents/guardians prior to admission about the self-motivation and commitment needed for successful learning by the distance modality and the technical competence required to participate and learn in the educational program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.28 Provides support in student use of distance modalities at the levels expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.29 Actively encourages students to start, continue, and finish their programs of study within the time prescribed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.30 Has and implements written policies or procedural guidelines to evaluate students' previous academic work and to provide fair and consistent awarding of credit for previous studies or work experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR FAITH-BASED SCHOOLS

The governing body and leadership ensure that the school:

	Does Not Meet	Partially Meets	Meets	Exceeds
10.31 Provides student services that reflect the school’s religious identity and mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.32 Provide student services that are aligned with the school’s mission, enrich the academic program, and support the development of student and family life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.33 Provides student services that are delivered cooperatively by counseling and campus ministry personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.34 Has and implements written admissions and placement policies or procedural guidelines that are consistent with the school’s religious values and traditions.	<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 this Standard and Indicators.

MSA STANDARDS FOR SCHOOLS: STAFF (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.

INDICATORS OF QUALITY FOR ALL SCHOOLS

The governing body and leadership ensure that:

	Does Not Meet	Partially Meets	Meets	Exceeds
11.1 All students are offered opportunities through student experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.2 The school provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the school's educational program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.3 Activities are varied, developmentally appropriate, and enhance the educational program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.4 Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school's student activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.5 Staff members, parents, and other volunteers who lead student activities are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.6 The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.7 Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.8 Students and staff understand and abide by the school's Code of Conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.9 An understanding and acceptance of the high expectations the school holds for learning and citizenship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.10 Students and staff have a sense of being trusted, supported, and recognized for their accomplishments and contributions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.11 Staff and students have pride in their school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.12 Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS WITH RESIDENTIAL BOARDING

The governing body and leadership ensure that:

	Does Not Meet	Partially Meets	Meets	Exceeds
11.13 The school has a purposeful and meaningful residential boarding program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.14 The school assists students to develop healthy relationships with adults in loco parentis and with other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.15 Appropriate provisions are made for student privacy, recreation, and religious practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.16 Continuous and responsible supervision by qualified adults is provided for all boarding students, including evenings, weekends, and periods when classes are not in session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

The governing body and leadership ensure that:

	Does Not Meet	Partially Meets	Meets	Exceeds
11.17 Students are provided with a program of co-curricular or extra-curricular programs/activities or the school actively encourages and promotes students' involvement in such activities in their community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.18 Includes regular opportunities for students to interact with each other and with their teachers and other adults in settings other than the distance modality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATOR OF QUALITY FOR FAITH-BASED SCHOOLS

The governing body and leadership ensure that:

	Does Not Meet	Partially Meets	Meets	Exceeds
11.19 All student activities and athletics include opportunities for the faith formation of the students.	<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 this Standard and Indicators.

MSA STANDARDS FOR SCHOOLS: STAFF (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.

INDICATORS OF QUALITY FOR ALL SCHOOLS

The governing body and leadership ensure that:

	Does Not Meet	Partially Meets	Meets	Exceeds
12.1 The school has and implements written policies and/or procedural guidelines for the ethical and appropriate use for acquiring information and using information resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.2 Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.3 Members of the staff and students are provided with training for the appropriate, ethical, and most effective uses of the information resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The governing body and leadership ensure that information resources are:

	Does Not Meet	Partially Meets	Meets	Exceeds
12.4 Age and developmentally appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.5 Properly organized and maintained for ready access and use by students and the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.6 Reviewed periodically for relevancy, currency, and alignment with the school's curricula and instructional programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.7 Appropriately supported with funding from the school's budget.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.8 Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to the students and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.9 Supportive of the school's plan for growth and improvement of student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

The governing body and leadership ensure that learning resources:

	Does Not Meet	Partially Meets	Meets	Exceeds
12.10 Are provided in an effective learning environment that supports the education goals for students and effective teaching for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.11 Include intentional, appropriate supports for language, literacy, and numeracy development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.12 Promotes early development of a love of reading for enjoyment and as a foundation for future learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INDICATORS OF QUALITY FOR SCHOOLS THAT DELIVER ALL OR PART OF THEIR EDUCATIONAL PROGRAM BY A DISTANCE MODALITY

The governing body and leadership ensure that:

	Does Not Meet	Partially Meets	Meets	Exceeds
12.13 The school's information resources are adequate to deliver the educational program by the distance modality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.14 Students using the distance modality have access to the information resources required to achieve the learning goals set for their programs of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.15 The school provides students with reasonable technical support for the software and hardware required to learn using the distance modality.	<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 this Standard and Indicators.