

Missouri Nonpublic School Accrediting Association

Member of the National Federation of Nonpublic School State Accrediting Association



"ACCREDITING SCHOOLS OF CHOICE"

ACCREDITATION HANDBOOK

2011/12

*MISSOURI NONPUBLIC SCHOOL
ACCREDITING ASSOCIATION*

ACCREDITATION HANDBOOK



"ACCREDITING SCHOOLS OF CHOICE"

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Purpose and Guiding Principles

The accreditation of a school has become increasingly important over the past few decades. Society continues to demand evidence of a school's effectiveness. Accreditation is both a measure of a school's effectiveness and a process of ongoing school improvement. In addition, in the state of Missouri, teaching in an **accredited** school is required to upgrade state teacher certification. Many foundations also reserve funding for schools that are accredited.

Underlying all the reasons to seek accreditation is a basic desire on the part of a school to provide the best educational program for the students it serves. Accreditation should motivate a school to meet the standards of an excellent educational program. Accreditation further indicates that--even after the standards are met--the school will regularly conduct school self-evaluations, develop action plans, and continue to improve in terms of how it meets the needs of the educational community.

The guiding principles of the Missouri Nonpublic School Accrediting Association indicate a strong commitment to the growth and improvement of member schools. The Association believes that:

- a school is judged, as far as possible, in terms of its own mission and philosophy. The fact should be recognized that although individual differences exist among schools, accreditation will be based on a school's ability to demonstrate adherence to certain standards as evidenced by compliance to the indicators of those standards.
- standards/indicators, to be of value, should be stimulating and conducive to educational growth; they should be guides for continuous self-evaluation and should provide the incentive to strive constantly toward stated goals for improvement.
- the standards/indicators listed in this handbook apply to all schools that are seeking accreditation. However, the sponsoring agency may assign additional standards and/or indicators for its schools; in such a case, these standards and indicators shall be required for accreditation. Some divergence from designated standards/indicators may occur that will not greatly detract from the educational merits of an institution. The determination will be made on a case-by-case basis.

Association History and Recognition

The organization began with a desire to provide a recognized accreditation agency for nonpublic Catholic and Lutheran schools in Missouri. Representatives from these schools joined representatives of other states to form the National Federation of Nonpublic School State Accrediting Association. The national organization was incorporated in the state of Minnesota in November, 1984. The Missouri Chapter was incorporated in the State of Missouri as a not-for-profit organization under Section 501(c) 3 of the Internal Revenue Code on January 18, 1985. In 2002, the Board shortened the name of the organization to the Missouri Nonpublic School Accrediting Association. In 1999, the Islamic schools in the state joined the Association.

The national organization gives state chapters both the responsibility and the flexibility to establish their own charters, by-laws, and admission requirements, as well as standards and indicators for accreditation. The Missouri Chapter meets the criteria established by the National Association and works closely with the sponsoring agencies of schools which seek accreditation (see **By-Laws**, page 22).

The National Federation of Nonpublic School State Accrediting Associations is recognized by the United States Department of Education. (Confirmation specified 1/12/88 in written communication between Ramon Ruiz, Deputy Director of the Division of Educational Support, and Charles O'Malley, Executive Assistant for Private Education, United States Department of Education.)

The Missouri State Board of Education and the Missouri Department of Elementary and Secondary Education also recognize the Missouri Chapter of the National Federation. The state accepts for teacher certification the classroom experience that is earned in nonpublic schools that are accredited by the Association. Like other recognized accrediting agencies, the Missouri Chapter gives assurance that its member schools have met certain standards that are essential for quality education.

Member Institutions

The Association accredits non-public elementary and secondary schools in the State of Missouri. A school is defined as one with any combination of grades Kindergarten through grade 12 (e.g., grades one through eight, Kindergarten through grade three, grades five through eight, seven through twelve, or nine through twelve, etc.). The Association also accredits the following programs within an elementary school:

- **pre-school program** Pre-school is defined as an educational program for three and four year olds where the principal is administratively responsible for the program.
- **Before and after school care program** These programs provide the service of before and/or after school care to school age students. The elementary school principal administers this program.

In addition, the Association accredits non-public **special education schools and programs** in the State of Missouri. A special education school or program serves children with learning needs which are severe enough that they cannot be met in the regular classroom (i.e. requires services of specialized teacher, smaller class size, etc.)

Standards/Indicators

Member schools must be committed to ongoing pursuit of standards which provide the framework for ongoing self-evaluation and improvement. An accredited school must meet standards based on its adherence to all membership indicators and its efforts to meet improvement indicators.

Indicators of Membership

These are the initial requirements for schools seeking accreditation. When a prospective school makes application it must comply with these indicators. To remain an accredited school, a school must remain in compliance with these indicators.

Indicators for Improvement

These indicators, which are closely identified with schools of excellence, are designed to encourage a school to continue to grow and improve. Member schools would not be expected to meet all of the improvement indicators, but would be expected to be striving to reach these standards. In order to renew accreditation, a school must demonstrate continued efforts toward achieving the improvement indicators.

Procedures

Admission

Requirements for Schools Affiliated with a Sponsoring Agency

As a prerequisite to application, a school must:

- meet all of the Indicators for Membership for each standard,
- conduct a self-evaluation, and
- formulate a plan for improvement under the direction of its sponsoring agency.

Process

Schools that are affiliated with a sponsoring agency, when seeking membership, shall formally request admission through the chief administrator of their sponsoring agency (e.g., diocese, association).

The agency chief administrator shall send necessary information and materials to the school requesting membership.

The prospective member school, after assessing its capability to meet the Indicators for Membership for each standard through a self study and site visit, shall declare its intent of becoming a member by submitting a completed Annual Report Form (see form, page 26) to its chief administrator of the sponsoring agency.

Requirements for Unaffiliated Schools

Schools not affiliated with a sponsoring agency shall adhere to the same requirements as affiliated schools. These schools shall work directly through the President of the Accrediting Association.

The President of the Accrediting Association shall provide non-affiliated schools with a listing of approved evaluation tools and processes. The evaluation process shall be completed within a year of the application for membership. Non-affiliated schools seeking membership shall submit a letter of formal request directly to the President of the Accrediting Association stating their intent.

Re-Accreditation

Process

Schools are re-accredited on an annual basis. It is the responsibility of accredited schools to file an Annual Report Form (see form, page 26) prior to May 1 of each year. These reports along with the annual dues are submitted to the school's sponsoring agency or to the Accrediting Association President for a non-affiliated school. An evaluation committee of the Missouri Chapter reviews all reports from affiliated and non-affiliated schools that have been approved by agency directors or the President, along with reports of non-accredited schools. This committee recommends to the Board of Directors a specific accreditation status for each school. The granting of accreditation and the recommending of accreditation status is based upon the completion of the Annual Report Form and other requirements specified in this handbook.

Deviation from Standards

Individual schools may not deviate from the membership indicators, but may be permitted reasonable deviations from the improvement indicators, provided that substantial evidence shows that these deviations are justified and do not detract from a quality educational program. Such evidence needs to be accepted by both the sponsoring agency and the Board of Directors.

Deviations which are unacceptable are termed "cited violations." Such citing of violations indicates a Board judgment that the non-compliance with the standard(s)/indicator(s) represents a deficiency in the school program.

Ongoing School Improvement Process

Member schools are required to conduct a school improvement process at an interval designated by its sponsoring agency. The interval for conducting the school improvement process for non-affiliated schools will be determined jointly by the President of the Association and the individual school.

Accreditation Categories

The extent to which deficiencies affect the quality of the overall program determines the Status of Accreditation. A school can be granted the status of:

- **Accredited:** A school is granted "accredited" status when it continues to meet all membership indicators and continues to show progress in its efforts to meet improvement indicators. After a school is initially accredited, it re-applies for accreditation each year.
- **Accredited with Violation:** An accredited school does not satisfactorily meet all of the membership indicators of the standards but has a plan in place to address that deficiency.
- **Accredited with First Warning:** An accredited school does not satisfactorily meet all of the membership indicators of the standards and has not made sufficient progress towards addressing these indicators or does not satisfactorily meet the policies of the sponsoring agency.

- **Accredited with Second Warning:** A school has received a first warning and yet consistently fails to make substantial progress toward removing deficiencies or continues to consistently violate policies of the sponsoring agency.
- **Loss of Accreditation:** A school finds it impossible to meet the membership standards and improvement standards or refuses to do so. A school's accreditation shall not be dropped without two warnings. To apply for re-admission to the Association after losing accreditation a school must follow the admission process outlined in this manual.
- **Voluntary Withdrawal:** A school voluntarily requests to withdraw or the school is discontinued. Failure to submit the Annual Report Form will be interpreted as a request to withdraw from accreditation. To apply for re-admission in the Association after voluntarily withdrawing, a school must follow the admission process outlined in this manual.

Appeals Process

A school losing accreditation status may choose to initiate an appeals process through a formal letter to the association president. This letter shall specify the reasons for the appeal and agree to assume expenses for the appeal process. If the letter presents substantial documented information not previously available to the evaluation committee, the president may grant accreditation status. If not demonstrated, the president shall appoint an appeals committee of three (3) association members not directly associated with the school involved. The decision of this committee is final in regard to the accreditation status of the school.

Dues

All member schools shall pay the dues assigned by the Board of Directors, which shall establish such dues at the annual meeting.

A school initially applying for membership shall pay a processing fee in lieu of dues. The Board of Directors will establish this fee.

Review by Board of Directors

The Board of Directors of the Accrediting Association will meet annually to review such issues as eligibility for the status of accreditation and changes in criteria. They may require additional reports as needed.

Publication of Member Schools

The Association shall annually publish the names of accredited schools. This listing will be provided to member schools, the National Federation, and other appropriate agencies. A list is available to others upon request.

Missouri Nonpublic School Accrediting Association

Standards and Indicators



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I. Mission and Philosophy

The mission statement is a clear, concise expression that references the identity and purpose of the school, its commitment to a quality education, and unique elements and special features of the school.

The philosophy is a statement of beliefs and values that provides direction for the entire educational effort of the school.

Indicators for Membership

- 1A The school has a written mission statement that is a clear, concise expression which reflects the shared understanding of the school community.
- 1B The policies, procedures and actions of the school community are consistent with the written mission statement and philosophy of the school.
- 1C The mission statement and philosophy are consistent with sound educational and psychological principles reflecting how children learn, grow and develop.
- 1D The philosophy reflects family participation in educational planning for all students.
- 1E Formation and annual review of the mission statement and philosophy of the school involve families, staff, school board members, other stakeholders, and when appropriate students.
- 1F Current staff and families are educated annually on the mission statement and philosophy of the school.

Indicators for Improvement

- 1.1 The mission statement and philosophy of the school community are made evident to students, families and staff in a variety of ways.
- 1.2 The school demonstrates that the mission statement and philosophy of the school community are used to guide its program and activities.
- 1.3 The mission and philosophy of the school community reflect a commitment to meet the needs of all students.

II. Climate

The school maintains a climate that is productive, peaceful, respectful, safe, orderly, and conducive to the processes of effective learning and teaching.

Indicators for Membership

- 2A The school provides programs that promote respect and tolerance for diversity.
- 2B The school has an established written discipline policy that positively reinforces accepted behavior and promotes self-discipline.
- 2C The school handbook includes a statement that requires school personnel to report to the Missouri Division of Family Services, if they have reasonable cause to suspect that a child known to them in their professional capacity may be abused or neglected.
- 2D Programs and activities are in place that encourage home-school relationships (i.e. home and school organizations, family nights and newsletters).
- 2E The educational program enables students to take an active part in their learning process by offering programs such as decision making, problem solving, and conflict management.
- 2F The school climate includes exploration, experimentation, movement, and activity.
- 2G School handbooks outline guidelines that facilitate communication and interaction among members of the school community including directives for the use of social media.
- 2H The school cooperates with other programs within the religious and civic communities.
- 2I The school has implemented harassment/bullying prevention policies and programs for students and personnel.

Indicators for Improvement

- 2.1 New students are given orientation into the educational program when they enroll in the school, as they move from early childhood to the elementary school, and as they move from one grade to the next.
- 2.2 Information is available to families regarding educational alternatives when the present educational program is completed or judged no longer appropriate for the student's needs.
- 2.3 Opportunities are provided to instruct and encourage families in their role as the primary educator of their children and on ways to build harmonious school-home relationships.
- 2.4 The administration fosters communication with the receiving school/class regarding the needs of students transferring from their present school/class to another educational program.

III. Leadership

The governing authority of the school provides leadership in setting policy. A qualified administrator insures the successful functioning of the school in all phases of the program.

Indicators for Membership

- 3A The school has a local governing authority/board/committee that is responsible for formulating the policies of the school.
- 3B Members of the local governing authority/board/committee are oriented to their roles and responsibilities.
- 3C The local governing authority/board/committee operates out of written constitution/guidelines.
- 3D Written minutes are kept for meetings of the local governing authority/board/committee.
- 3E The local governing authority/board/committee has a policy manual.
- 3F A process is in place to evaluate the administrator at least every three years.
- 3G The administrator is responsible for carrying out the day-to-day policies.
- 3H The administrator possesses at least one of the following:
- state certification in administration.
or
 - a minimum of a Master's Degree with at least twenty hours of graduate work in educational administration/leadership.
or
 - a written plan that leads to completion of a degree/certification in educational administration within five years.
- 3I The administrator understands and is committed to the mission and philosophy of the school.
- 3J The necessary qualifications and the job description of the administrator are clearly stated.
- 3K The administrator is involved in the selection, assessment, evaluation, retention, and dismissal of professional and support personnel for the school.
- 3L The administrator provides training for professional and support staff in regard to the laws pertaining to the reporting of child abuse.

Indicators for Improvement

- 3.1 The local governing authority/board/committee annually evaluates the effectiveness of its roles and responsibilities.

- 3.2 The administrator provides the spiritual (if appropriate), instructional, and managerial leadership for an effective educational program.
- 3.3 The administrator has an ongoing personal plan for professional and spiritual (if appropriate) development with evidence of a commitment to life-long learning.
- 3.4 The administrator is knowledgeable in the traditional heritage of the church or institution as well as the current teachings, documents and direction.
- 3.5 The administrator has appropriate non-teaching time to carry out administrative responsibilities (recommended 1/4 of the day per 50 students).
- 3.6 Administrator is a member of at least one professional organization.
- 3.7 Administrator participates in professional development annually.

IV. Personnel

Personnel are committed, qualified individuals who support the mission and philosophy of the school. The staff is adequate in number and diversity to provide for the educational needs of all students with focus on the whole child.

Indicators for Membership

- 4A All full-time teachers have either:
 - a state teacher certificate.
or
 - are working toward this certification.
or
 - a written plan that leads to completion of a degree/certification.
- 4B For sectarian schools, teachers of religion/theology fulfill the requirements and/or certification, either:
 - as designated by the local authority or sponsoring agency.
or
 - have a written plan in place as to how they will fulfill this requirement.
- 4C Background checks and child abuse and neglect screening are completed for all personnel and volunteers who work with students. This screening is done upon initial service and periodically thereafter.
- 4D All personnel have current health records of medical examination and tuberculosis testing, as required by the local health department.

- 4E All teachers are evaluated regularly.
- 4F All teachers participate annually in ongoing professional development and in-service opportunities which are developed in light of:
- best practices in professional development.
 - staff identified needs.
 - needs of learners and the school.
- 4G An orientation and mentoring program is in place for new teachers.
- 4H Each teacher has a written plan for ongoing professional development on file with the administrator.
- 4I Non-discriminatory practices in regard to race, ethnic background, or sex are used in hiring of school personnel. In church-affiliated schools, preference may be given to members of that faith.
- 4J The school supports all teachers holding a Missouri State Teaching Certificate in the areas of mentoring, professional evaluation, and record keeping/reporting necessary for teachers to maintain their certification.
- 4K Teachers have an understanding of, and are committed to, the mission, philosophy, and goals of the school.

Indicators for Improvement

- 4.1 All teachers are aware of the traditional heritage of the church or institution as well as the current teachings, documents, and directions.
- 4.2 Professional development opportunities are made available for all staff.
- 4.3 At least one staff member on duty has current certification in first aid and/or CPR.

V. Curriculum

The school provides a research-based curriculum that includes all concepts, skills, and values representative of identified student needs.

Indicators for Membership

- 5A A written curriculum guides and clearly defines the actions, assessment, and educational goals of the school.
- 5B The curriculum addresses the fundamental principles of student growth and development.

- 5C The curriculum includes, but is not limited to, the following: religion (where applicable) science, mathematics, language arts, social studies, physical education, health and fine arts,
- 5D A systematic standardized testing program is in place.
- 5E The curriculum addresses the spectrum of academic achievement and attends to individual student learner needs through differentiated instruction.
- 5F The curriculum is regularly evaluated and revised.

Indicators for Improvements

- 5.1 Multiple approaches are used to assess and guide student progress.
- 5.2 The systematic standardized testing program is utilized in diagnosis and prescription of student learning as well as evaluation and revision of the curriculum.
- 5.3 The school system regularly offers staff development to support the staff in implementing researched-based learning theories as related to curriculum.
- 5.4 The school has a process in place to report curricular growth to the appropriate constituencies.
- 5.5 The stakeholders within the school have appropriate involvement with the development and implementation of the curriculum.

VI. Instruction

The school uses instructional methods that deliver the curriculum to facilitate student achievement.

Indicators for Membership

- 6A Instruction gives evidence of each of the following:
- instructional objectives reflect curriculum goals.
 - effective direction and guidance are provided during learning activities.
 - varied types of instructional materials are selected and used.
 - methods and organization are adjusted to meet the needs of students as a group and as individuals.
 - varied instruments and procedures are used in the evaluation of student learning and the quality of instruction.
- 6B Instructional materials and equipment are adequate in quality and quantity to meet the curricular goals and objectives of the school.

- 6C Instructional materials and equipment are evaluated, inventoried, classified, and catalogued.
- 6D Provisions are made for identifying and assisting students with diverse needs.
- 6E The school fulfills state requirements for days and hours of instruction.
- 6F The school has a planned program for reporting the academic performance of students.
- 6G Technology is appropriately used in instruction.

Indicators for Improvement

- 6.1 Teaching strategies reflect the current understanding of best practices and are appropriate for student age, interest, and achievement level.
- 6.2 Formative as well as summative assessments guide instructional goals.
- 6.3 Student use of technology is integral to the instructional process.
- 6.4 The school has a written plan to effectively integrate and connect technology with classroom goals.
- 6.5 Resources available outside the school community are utilized to enhance the learning of students and support the educational objectives.

VII. Services

The school provides a variety of quality services to meet the needs of the whole child.

Indicators for Membership

- 7A The school maintains and securely stores cumulative permanent academic records for each student.
- 7B The school has a crisis management plan that is communicated, tested, and updated annually.
- 7C Requirements for safety are met:
 - fire, tornado, intruder, and other drills are conducted and recorded.
 - a plan to deal with blood-borne pathogens.
 - CPR and first aid training.
 - training in administration of medication.

- 7D Initial and on-going child abuse and neglect screening is completed for volunteers who work with students on a regular basis.
- 7E Provisions are made for the safety of students when being transported by the school.
- 7F Reasonable procedures are in place for children at arrival and dismissal.
- 7G The use of potentially hazardous materials and tools by students is supervised and in compliance with state and federal regulations.
- 7H Supervision of students is provided during the school day and as appropriate at school-sponsored activities.
- 7I The school has a Wellness Plan that has been communicated to staff, students, and families.
- 7J If a food program is provided, adequate and qualified personnel are available to plan and serve a variety of well-balanced, wholesome meals in full accordance with local, state and federal regulations.
- 7K Technology “Acceptable Use” policies for students and staff have been developed, communicated, and implemented.
- 7L The school maintains up-to-date health records in a safe and secure location.
- 7M The school adheres to communicable disease, immunization, and screening requirements from the state and local health departments.
- 7N The school follows established policies for the administration of medication.

VIII. Facilities

The facilities are adequate and well-maintained to achieve the purposes of the school.

Indicators for Membership

- 8A The location, school grounds and physical plant support an adequate instructional program that is consistent with the school’s mission, philosophy, purposes, and needs of the students.
- 8B Effective housekeeping provides a safe, sanitary, and attractive environment for learning.
- 8C The physical plant and grounds are in good repair and meet the local and federal regulations for heating, ventilation, illumination, room size and capacity, etc.
- 8D The school is in compliance with asbestos regulations.

- 8E An adequate number of regularly inspected fire extinguishers are placed throughout the building.
- 8F Exit routes are described and copies posted in each room.
- 8G An adequate warning system is maintained for fire, tornado, earthquake, etc.
- 8H The school building is locked and access is controlled during the school day.
- 8I The kitchen and dining areas used by the school meet health and safety regulations.
- 8J The school is in compliance with insurance regulations.
- 8K Inspection of the physical plant and grounds to identify safety hazards is made regularly, with the school taking steps to remedy any identified deficiencies.
- 8L The school has taken appropriate steps for the safety of students on playgrounds/athletic fields.
- 8M Crossing guards, lanes and school pick-up and drop-off zones and dismissal procedures are implemented.

Indicators for Improvement

- 8.1 A plan is in place to enhance the school facilities in order to meet emerging instructional needs and the overall needs of the school community.
- 8.2 The school facilities plan is annually reviewed.
- 8.3 Technological equipment, internet access, and appropriate bandwidth are made available to teachers and students to meet the needs of the 21st century.

IX. Finance and Planning

The school employs effective financial management and accountability in the use of its resources. Strategic planning is in place to insure the viability of the school.

Indicators for Membership

- 9A The school operates by means of a carefully planned and regularly monitored annual budget.
- 9B The school's mission, philosophy, and priorities are reviewed as a part of the budget process.

- 9C The budget is planned through collaboration of boards/committees, principal, and pastor (in sectarian schools).
- 9D Resources are available to implement a quality instructional program and maintain financial viability.
- 9E The school engages in short-term and long-term planning as a part of the improvement process.
- 9F The annual plan for improvement is formulated and updated by appropriate constituencies.
- 9G Annual funding is allocated for staff development activities/programs.
- 9H The school has strategies and resources to assure its ongoing operation.

Indicators for Improvement

- 9.1 Development activities, marketing, and advancement activities are in place and evaluated yearly.
- 9.2 A public relations program provides local and wider communities with information and news about the school's program, activities, and operations.
- 9.3 The school plans for future capital and technology needs.

Optional Program Standards

The following membership standards apply only to those schools that have:

- **Early childhood programs.**
- **Before and after school care programs.**
- **Special education schools or programs.**

X. Early Childhood Program

An early childhood program as defined for MNSAA accreditation is an educational program for three to five-year old children. The principal of the elementary school is administratively responsible for the program.

Indicators for Membership

- 10A Supervisors must meet adult-child and group size ratios.
Adult-child ratio:
- 6 weeks-2 years, 1:4
 - 2 years, 1:8
 - 3 years-5 years, 1:10
- Group size
- 6 weeks-2 years, 8 maximum
 - 2 years, 16 maximum
 - 3 years-5 years, 20 maximum
- 10B Background checks and child abuse and neglect screening are completed for all personnel and volunteers who work with students. This screening is done upon initial service and, according to Missouri law, annually thereafter.
- 10C Non-instructional personnel meet the state minimum age requirements for carrying out their assigned responsibility. All adults working children must be 18 years of age.
- 10D All teaching staff should have:
- A minimum of an AA in Early Childhood
and
 - 75% have a BA in Early Childhood, Child Development, Elementary Education
Early Childhood Special Education.
or
 - BA in other field with a minimum of 12 credits in Early Childhood
or
 - Written plan for obtaining BA in 10 years
- 10E Early childhood assessment includes regular observations, anecdotal records, developmental checklists, and portfolios.
- 10F Well-defined areas are provided where children can freely move about without interfering with one another's activities.
- 10G A variety and quantity of materials is accessible, so that all children can make choices independently.
- 10H State standards are met for classroom square footage (a minimum of 45sq for infants and 35sq for all others is required).

- 10I A variety of learning materials is available in the following areas: science, drama, housekeeping, construction, transportation, creative arts, language, library, manipulatives, blocks, fine and gross motor, and music and movement.
- 10J Time and space are provided for children to work and play individually and in small or large groups.
- 10K Toilets and sinks are appropriate for student use (added steps, lowered sinks, or child-sized bathroom fixtures).
- 10L Furniture is child-sized and adequate for the number of children served.
- 10M Opportunities are provided to instruct and encourage families on their role as primary educator of their children (and on ways to build harmonious school-home relationships).
- 10N Teachers/aides and parents work together to build a reciprocal relationship for the care/well being of every child.
- 10O Staff have current CPR/First Aid training.
- 10P Playground need a minimum of 75sq ft per child, have appropriate fall zones and resilient surfaces. Resilient surfacing needs to be a minimum of 6” deep.
- 10Q Playground is inspected regularly and in good repair.
 - Playground safety inspection should be on file.
 - Playground is fully fenced.
- 10R Equipment and materials are regularly cleaned and sanitized.
- 10S Meals and snacks prepared by program meet USDA nutrition guidelines. Information is shared with parents on packing healthy lunches of hot lunches are not served.

XI. Before and After School-care Programs

These programs provide the service of before and after school-care to school-age students. The principal of the school is administratively responsible for the program.

Indicators for Membership

- 11A Philosophy, policies, and procedures are consistent with those of the school.
- 11B Adult-child ratios for supervision meet state standards.
- 11C Background checks and child abuse and neglect screening are completed for all personnel and volunteers who work with students. This screening is done upon initial service and periodically thereafter.

- 11D** Staff has appropriate pre-service and in-service training.
- 11E** A minimum of two adults, eighteen years of age or older, are on the premises. At least one must be a paid school employee.
- 11F** The program provides a variety of safe activities and experiences to meet the needs and interests of students.

XII. Exceptional Learning Needs School or Program

An exceptional learning needs school or program serves children with learning needs that require the services of teachers who have specialized degrees in exceptional learning.

Indicators for Membership

- 12A** Exceptional learning needs administrators are trained and prepared for working with exceptional learning needs students.
- 12B** Exceptional learning needs teachers are appropriately certified (or working toward) for the area in which they teach.
- 12C** Teachers are trained in developing a service plan/strategic plan appropriate to the needs of each student.
- 12D** Curriculum is adapted to allow students to progress at their individual learning rate and to facilitate transition from level to level.
- 12E** Least restrictive environment provisions are made to allow students to attend regular classes as appropriate, and plans for transition are in place.
- 12F** Service plans/strategic plans are available in each student's file.
- 12G** Interdisciplinary services (physical therapy, speech, occupational therapy, counseling, etc.) related to physical conditions are either provided or referral resources are communicated to the families.
- 12H** Reasonable accommodations are made in the physical plant for accessibility.

Missouri Nonpublic School Accrediting Association
By-Laws
(2011)

Article One **Name of the Association**

This association has been incorporated as the Missouri Nonpublic School Accrediting Association, a chapter of the National Federation of Nonpublic School State Accrediting Associations. For the purposes of these By-Laws, it shall be described as the Accrediting Association.

Article Two **Board of Directors**

The Board of Directors is specifically authorized to promulgate qualifications, definitions, rules, and regulations that govern membership and accreditation in the Accrediting Association.

The Board of Directors shall have exclusive control and management of all property and funds of the association, from whatever source derived, and shall constitute the governing body of the association with full power and authority to designate that power and to carry out the objectives and purposes of the association as set forth in the Articles of Incorporation, these By-Laws, and the laws of the State of Missouri

Membership

The Board of Directors of the Accrediting Association shall be composed of no more than twenty (20) members including:

- A. One representative from the central administration staffs of each of the sponsoring agencies, having at least three (3) member schools in the Accrediting Association.
- B. In addition to the above, one administrative representative appointed by each sponsoring agency. One additional representative appointed for sponsoring agencies that have more than 99 schools.
- C. One representative from the field of exceptional learning needs, appointed by the Board of Directors.
- D. One representative from a member secondary school, appointed by the Board of Directors.
- E. At least one representative from a higher education institution within the State of Missouri, appointed by the Board of Directors.
- F. Other members as determined by the Board of Directors.

Terms of office

The term of members from sponsoring agencies shall be determined by the sponsoring agencies. Terms of appointed members shall be determined by the Board of Directors.

Vacancies

Vacancies on the Board of Directors shall be filled as they occur.

Removal from the Board

Any director may be removed for cause at a meeting of the Board of Directors by unanimous vote of those voting on the question of removal, except the person whose removal is being considered. No director shall be removed, unless notice of the meeting at which such removal is to be considered states such purpose.

Compensation

There shall be no compensation by the association to any of the board members other than reimbursement for expenses incurred by and on behalf of the association.

Article Three* **Structure of the Board*

Officers

There shall be a President, Vice-President, Secretary, and Treasurer elected by the Board of Directors. All officers shall serve two-year terms. Election of officers shall be alternated, President and Treasurer one year and Vice-President and Secretary in the succeeding year.

The duties and privileges of the offices of President, Vice-President, Secretary, and Treasurer shall be those as are normally subscribed to such offices and/or those assigned to them from time to time by the Board of Directors.

In the absence of a Board of Directors meeting, the President shall have the obligation and privilege of assigning various functions of the association to the officers.

There shall be no compensation by the association to any of the officers other than reimbursement for expenses incurred by and on behalf of the association.

Committees of the Board

The Board of Directors is specifically authorized to establish an **Executive Committee**. The Executive Committee shall consist of at least the four officers: the President, Vice-President, Secretary, and Treasurer. The Executive Committee is empowered to conduct necessary business for the Accrediting Association between the meetings of the Board of Directors.

The Board of Directors is specifically authorized to establish an **Evaluation Committee** which shall consist of members of the Board and additional principals of member schools, the number of which shall be deemed necessary to examine and evaluate the Annual Reports submitted by schools desiring membership in the Accrediting Association.

Article Four* **Funds*

All monies belonging to the association shall be deposited to the credit of the association in such banks, trust companies, or other depositories as the Board of Directors may designate.

The funds received by the association shall be kept in general accounts of the Treasurer and may be disbursed by the Board of Directors for any purpose reasonably suited to the association.

Disbursement of funds of the association shall be made by check drawn by the Treasurer or President pursuant to procedures set forth and prescribed by the resolution of the Board of Directors.

Article Five* **School Membership*

Each nonpublic school filing an Annual Report and paying the annual assessment as established by the Board of Directors shall have one full membership in the Accrediting Association.

Member schools placed on probationary or warning status because of deficiencies as determined by the Evaluation Committee shall not lose their membership in the Accrediting Association.

The Board of Directors shall establish the annual assessment for member schools.

Article Six* **Stock*

There shall be no stock issued or designated by the organization.

Article Seven* **Meetings*

The Board of Directors shall meet at least once annually. Meetings may be called upon ten (10) days written notice by twenty-five percent (25%) of the full membership or any three members of the Board of Directors or any two members of the Executive Committee.

The order or procedure at any given meeting shall be informal, but in the event of conflict the procedures as prescribed in Robert's Rules of Order shall pertain.

In order to constitute a quorum for official business of the association, it shall be necessary to have a majority of the Board of Directors present and voting.

Article Eight* **Amendments to the By-Laws*

Proposed amendments to the By-Laws may be submitted to the Board of Directors by the sponsoring agency of the various member schools or by petition of at least six member schools.

By-Laws are amended by two-thirds (2/3) of the Board of Directors.

The Board of Directors will inform member schools of amendments to the By-Laws.

Article Nine **Dissolution**

At such time as the Missouri Nonpublic School Accrediting Association shall be dissolved by action of its Board of Directors or otherwise, the assets of the association shall be used to pay any outstanding liabilities. Any remaining assets will be distributed evenly among the sponsoring agencies.

Missouri Nonpublic School Accrediting Association

ANNUAL REPORT FORM

➤ Use TAB to move to each field.

SCHOOL DATA

SCHOOL YEAR _____ YEAR OF LAST SCHOOL IMPROVEMENT PLAN _____

SCHOOL _____

ENROLLMENT
(Grades __ through __)

ADDRESS _____

TOTAL _____
(Current year)

_____ ZIP _____

TOTAL _____
(Projected next year)

ADMINISTRATOR _____

PHONE NUMBER (____) _____

Please respond yes/no: Is this a Special Education School or Program? _____

Does the school offer a: Pre-school Program? _____ Before or After School Care Program? _____

STATUS OF SCHOOL IN PREVIOUS YEAR: _____

INDICATORS OF MEMBERSHIP

Please write YES for all the indicators that the school fulfills. If the indicator is only partially fulfilled or not fulfilled at all, write NO. An explanation of the circumstances preventing the fulfillment of particular indicators and the steps that will be taken to address these indicators must be included on page 6 of this form.

Mission and Philosophy

- ____ 1A
- ____ 1B
- ____ 1C
- ____ 1D
- ____ 1E
- ____ 1F

Climate

- ____ 2A
- ____ 2B
- ____ 2C
- ____ 2D
- ____ 2E
- ____ 2F
- ____ 2G
- ____ 2H
- ____ 2I

Leadership

- ____ 3A
- ____ 3B
- ____ 3C
- ____ 3D
- ____ 3E
- ____ 3F
- ____ 3G

Leadership (cont.)

- ____ 3H
- ____ 3I
- ____ 3J
- ____ 3K
- ____ 3L

Personnel

- ____ 4A
- ____ 4B
- ____ 4C
- ____ 4D
- ____ 4E
- ____ 4F
- ____ 4G
- ____ 4H
- ____ 4I
- ____ 4J
- ____ 4K

Curriculum

- ____ 5A
- ____ 5B
- ____ 5C
- ____ 5D
- ____ 5E
- ____ 5F

Instruction

- ____ 6A
- ____ 6B
- ____ 6C
- ____ 6D
- ____ 6E
- ____ 6F
- ____ 6G

Services

- ____ 7A
- ____ 7B
- ____ 7C
- ____ 7D
- ____ 7E
- ____ 7F
- ____ 7G
- ____ 7H
- ____ 7I
- ____ 7J
- ____ 7K
- ____ 7L
- ____ 7M
- ____ 7N

Facilities

- ____ 8A
- ____ 8B
- ____ 8C
- ____ 8D
- ____ 8E
- ____ 8F
- ____ 8G
- ____ 8H
- ____ 8I
- ____ 8J
- ____ 8K
- ____ 8L
- ____ 8M

Finance and Planning

- ____ 9A
- ____ 9B
- ____ 9C
- ____ 9D
- ____ 9E
- ____ 9F
- ____ 9G
- ____ 9H

Optional Program Indicators of Membership

Early Childhood Program

- ____ 10A
- ____ 10B
- ____ 10C
- ____ 10D
- ____ 10E
- ____ 10F
- ____ 10G
- ____ 10H
- ____ 10I
- ____ 10J
- ____ 10K
- ____ 10L
- ____ 10M
- ____ 10N
- ____ 10O
- ____ 10P
- ____ 10Q
- ____ 10R
- ____ 10S

Before and After School-care Programs

- ____ 11A
- ____ 11B
- ____ 11C
- ____ 11D
- ____ 11E
- ____ 11F

Exceptional Learning Needs School or Program

- ____ 12A
- ____ 12B
- ____ 12C
- ____ 12D
- ____ 12E
- ____ 12F
- ____ 12G
- ____ 12H

INDICATORS OF IMPROVEMENT

Please respond to each indicator below using the following scale:

1 - Not addressed 2 - Working toward 3 - Met 4 – Worthy of Commendation

An explanation of the circumstances must be provided on page 6 of the Report for any indicator rated with a “1” or “2”.

If the indicator is rated with a “4” a detailed explanation must be provided **on a separate sheet**. This explanation should include a complete description of how the school is meeting this indicator and evidence/data indicating why the school is worthy of commendation. An indicator should only be judged “worthy of commendation” and marked with a “4” if the school is addressing the indicator in a way that far exceeds what is required. In other words, the school’s performance in regard to that indicator is stellar. The school’s performance should also be worthy and capable of being replicated in other schools.

Examples of performance that are considered worthy of commendation (stellar and replicable):

Improvement Indicator 2.1 The school has developed an effective parenting program that moves beyond a simple parent orientation and has aided the development of parent skills and a good working relationship between home and school.

Improvement Indicator 3.1 The board of education has developed a new method/tool for board evaluation that has proven to enhance the board’s performance and achievement.

Mission and Philosophy

- _____ 1.1
- _____ 1.2
- _____ 1.3

Climate

- _____ 2.1
- _____ 2.2
- _____ 2.3
- _____ 2.4

Leadership

- _____ 3.1
- _____ 3.2
- _____ 3.3
- _____ 3.4
- _____ 3.5
- _____ 3.6
- _____ 3.7

Personnel

- _____ 4.1
- _____ 4.2
- _____ 4.3

Curriculum

- _____ 5.1
- _____ 5.2
- _____ 5.3
- _____ 5.4
- _____ 5.5

Instruction

- _____ 6.1
- _____ 6.2
- _____ 6.3
- _____ 6.4
- _____ 6.5

Facilities

- _____ 8.1
- _____ 8.2
- _____ 8.3

Finance and Planning

- _____ 9.1
- _____ 9.2
- _____ 9.3

PLAN FOR IMPROVEMENT

Please list activities/strategies implemented in the current school year.

A large empty rectangular box with a black border, intended for listing activities and strategies implemented in the current school year.

PLAN FOR IMPROVEMENT

Please list activities/strategies to be implemented in the coming year.

CURRENT DEVIATIONS IN INDICATORS

Membership Indicators

Give a brief explanation of circumstances that prevent the fulfillment of any of the indicators to which a "no" was given on page 1. Also include the steps that will be taken to address this indicator. (Include a separate sheet if necessary.)

➤ *Double click on first field, then TAB to move to other fields.*

MEMBERSHIP INDICATOR NUMBER

EXPLANATION OF DEVIATION IN INDICATORS

Improvement Indicators

Give a brief explanation of circumstances that prevent the fulfillment of any of the indicators to which a "1" or "2": was given on page 3. (Include a separate sheet if necessary.)

IMPROVEMENT INDICATOR NUMBER

EXPLANATION OF DEVIATION IN INDICATORS

CITED VIOLATIONS FROM PREVIOUS YEAR

List below the violations cited by the Association in the previous year's report. Explain progress made. (Use a separate sheet if necessary.)

INDICATOR NUMBER:

EXPLANATION OF PROGRESS MADE

All material included on this Annual Form is accurate and complete.

Signature of Administrator

Please return this form to your Sponsoring Agency with annual dues payable to your Sponsoring Agency.

FOR USE OF SPONSORING AGENCY:

It is the opinion of the Sponsoring Agency of this school that all policies and procedures of said agency are adequately followed and that the school's Plan for Improvement demonstrates a viable plan for school improvement.

Signature of Sponsoring Agency Director
