

# *VISION TO ACTION*

STANDARDS & DOCUMENTATION  
4<sup>th</sup> Edition – 2006



*ACCREDITATION*

National Council for Private School Accreditation (NCPSA) Member

## STANDARDS FOR SELF-EVALUATION

CSI Accreditation standards are grouped into four categories, each of which is divided into sub-categories. The content of these standards is based upon the educational philosophy of CSI schools. (These are derived from the document *From Vision to Action*, which is printed in the front of the accreditation binder, and is also available from CSI.)

### STANDARD CATEGORY 1: COMMUNITY

Subcategory 1.1: Philosophy, Mission, and Goals

Subcategory 1.2: Organization

Subcategory 1.3: Financial Management

Subcategory 1.4: Public Relations

Subcategory 1.5: Parents

### STANDARD CATEGORY 2: STAFF

Subcategory 2.1: All Staff Members—Professional and Support

Subcategory 2.2: Administration

Subcategory 2.3: Teachers

### STANDARD CATEGORY 3: STUDENTS

Subcategory 3.1: Admissions

Subcategory 3.2: Student Services

Subcategory 3.3: Physical Facilities

### STANDARD CATEGORY 4: CURRICULUM

Subcategory 4.1: Curriculum Procedures

Subcategory 4.2: Instructional Procedures and Resources

Subcategory 4.3: Written Curriculum

**Subcategory 1.1: Philosophy, Mission, and Goals**

Essential Standards

- 1.1.1 The school has a written philosophy statement or statement of faith that is founded upon the Word of God and that clearly articulates the school's beliefs regarding education.

General Standards

- 1.1.2 The school's mission statement was developed by appropriate representatives of the various stakeholders (for example: trustees, staff, parents, constituents, and/or students) and is periodically reviewed.
- 1.1.3 The statement of faith, philosophy statement, and mission statement are articulated frequently and in a variety of ways so that the entire school family and community capture the vision of education from a biblical perspective.
- 1.1.4 The board and staff write goals and strategies to guide the future improvement of the school. These goals and strategies are rooted in the statement of faith, philosophy statement, and the mission statement.

**Subcategory 1.2: Organization**

Essential Standards

- 1.2.1 The bylaws or constitution mandate a designated governing body to hold the school in trust for both God and the community and to establish policies for the school. The bylaws prohibit conflicts of interest, and mandate ethical standards of operation.
- 1.2.2 Written documents (policy and job descriptions) delineate the duties of both the governing body and the school's chief administrator to ensure good organization and Christian community.
- 1.2.3 The school's governing body conducts an annual evaluation of the administrator in a way that is constructive and just.
- 1.2.4 The school meets all legal requirements for existence as a school including incorporation within the province or state, tax exempt status, and all other federal, provincial/state, or local regulations.
- 1.2.5 The school has a non-discrimination policy stating that it does not discriminate on the basis of sex, race, color, national or ethnic origin in employment practices, administrative policies, scholarship and loan programs, or other school-administered programs and activities. This policy is published regularly.

General Standards

- 1.2.6 Policies or bylaws clearly describe the qualifications of those serving on the governing body, including a strong Christian faith commitment.

- 1.2.7 Provisions are made for the orientation and inservice of the members of the governing body. This orientation is designed to help members understand Christian education generally, the school's mission and vision particularly, and their role as trustees of their Christian school.
- 1.2.8 If the governing body establishes committees to accomplish its work, those committees have written mandates, meet and communicate sufficiently, and report recommendations in writing to the governing body.
- 1.2.9 A handbook of policies is kept, reviewed, and updated regularly. These policies guide the governing body's work and the school's operation.
- 1.2.10 The governing body takes the lead in developing, or causing to be developed, both annual and long-range plans for the school.
- 1.2.11 The annual and long-range plans developed through board leadership are communicated to the school community.
- 1.2.12 Members of the governing body seek ways, in consultation with school administration, to become appropriately knowledgeable of the school's purposes and needs by such means as attending school events, maintaining regular contact with school administration, and becoming familiar with the people and programs of the school.
- 1.2.13 A healthy, biblical, and professional relationship exists between the board and chief administrator.

### **Subcategory 1.3: Financial Management**

#### Essential Standards

- 1.3.1 A balanced annual budget is prepared in consultation with the staff, approved by the governing body, properly monitored by the chief administrator and his or her staff, and is part of a multi-year plan.
- 1.3.2 The governing body is responsible for generating the funds and resources necessary to effectively operate a high quality Christian education program that honors the name of Jesus Christ.
- 1.3.3 Financial record keeping policies and procedures are clearly written and followed. These include:
  - a. how and by whom funds are handled,
  - b. a check and balance system for members of the governing body and staff who handle funds,
  - c. the keeping of backup files,
  - d. the protection of confidentiality for tuition payers, donors, and financial aid recipients,
  - e. timely receipt reporting to tuition payers and donors,
  - f. required reporting by law to the province or state and Revenue Canada or the Internal Revenue Service,
  - g. monthly financial statements generated for internal use, annual reporting to the appropriate constituencies, and all other reports mandated by the governing body,
  - h. an annual audit or review of the financial books by qualified accountants or auditors who are not members of the governing body or the school staff.

- 1.3.4 All fundraising and resource development activities of the school are conducted in a legal, ethical, and professional manner. The financial books of these activities and groups are included in the annual audit or review of the school's financial activities.

General Standards

- 1.3.5 The priorities evident in the schools' annual budget reflect the school's mission and goals.
- 1.3.6 An effective and fair tuition collection procedure is in place, including steps to be taken if families become delinquent in payment.
- 1.3.7 The school has a tuition assistance program in place to assist families who have difficulty paying tuition or who wish to provide a Christian education for their children but are financially unable to do so.
- 1.3.8 If applicable, a building debt retirement plan is in place so that a building debt does not become damaging to the school's education program or an undue burden to the parents.
- 1.3.9 The school maintains sufficient insurance or internal resources to protect itself against liability claims, work interruptions, and errors and omissions by staff, board members and volunteers.

**Subcategory 1.4: Public Relations**

General Standards

- 1.4.1 The school has a plan to promote its mission and to articulate its vision of Christian education widely.
- 1.4.2 All promotional materials (such as the school website, printed brochures, pamphlets, application forms, and newspaper/radio/TV advertisements) are reviewed frequently to make certain that they are accurate and ethical in what they communicate.
- 1.4.3 The school solicits, in a planned manner, evaluative input from all its stakeholders and uses this information to measure the school's effectiveness in accomplishing its mission and providing a nurturing Christian climate.
- 1.4.4 The school strives to maintain a positive working relationship with the churches of the community.
- 1.4.5 The school strives to maintain a Christian witness to and a positive working relationship with the community at large.
- 1.4.6 The mission statement is visible throughout the school and in the school's publications.

**Subcategory 1.5: Parents**

Essential Standards

- 1.5.1 The school has written and accepted procedures, based upon biblical principles, for parents to communicate with the school and express concerns.

### General Standards

- 1.5.2 A parent-student handbook is published annually. This handbook contains policies and procedures that are important to parents and students and the effective and efficient operation of the school.
- 1.5.3 The school has a planned program to survey parents and guardians as part of a comprehensive program to measure the school's effectiveness in accomplishing its mission and provide a nurturing Christian climate.
- 1.5.4 A school-home organization and/or plan is in place to strengthen the relationship between the school and the home.
- 1.5.5 A regularly published newsletter informs parents and the community of events, policies, procedures, and how the school's mission is being carried out.
- 1.5.6 A volunteer coordination program is in place. This includes appropriate procedures for recruiting, screening, selecting, orienting, and training volunteers.
- 1.5.7 The school provides for regular communication to parents regarding student progress and provides avenues and procedures for parent interaction with teachers.
- 1.5.8 Parents are supported by the school in their God-given responsibility to raise their children with biblical virtue.

### **Documentation for Standard Category 1:**

- Philosophy statement or statement of faith
- Mission or purpose statement
- Bylaws or constitution
- Non-discrimination policy
- Tax exempt determination letter if the school claims this status for donors
- Governing body handbook including procedures that structure the board operations and the financial operations of the school
- Written long-range or strategic plans
- Current budget
- The most current letter from the financial auditors or reviewers that all financial activities are in good order
- Organizational chart or policy showing how the governing body and the administration coordinate their responsibilities
- Promotional brochures and other materials designed to inform those inside or outside of the school of the school's mission and program
- Sample brochures or letters used within the past couple years to raise funds for operations, the foundation, capital campaigns, etc.
- Parent-student handbook
- Information about the school-home organization and/or plan
- Recent school newsletters

**Subcategory 2.1: All Staff Members—Professional and Support**

Essential Standards

- 2.1.1 Personal qualifications of staff members include evidence of a personal commitment of faith and a daily walk with God.
- 2.1.2 All incoming staff members are required to undergo a criminal history check, an unprofessional conduct check, health screenings as required by law, and all other legal procedures necessary for employment in a school in the province or state.
- 2.1.3 Each staff member has access to a regularly updated policy manual of expectations and policies that affect the work environment.

General Standards

- 2.1.4 The staff gathers regularly for devotions and for prayer for the students, the community, and the school.
- 2.1.5 The school consults CSI's Compensation Report (or a CSI-affiliate's) and has open discussions with staff members to determine a just salary and benefits package for all staff members.
- 2.1.6 An up-to-date file is kept on each staff member. Policy clearly states what is to be kept in each file and defines a procedure regarding who has access to these files. At minimum, personnel files must include verification of personnel screenings required by law, results of formal evaluations, certification records of professional staff members, employment history, annual contracts or covenants of employment, and all items required by Standard 2.1.2.
- 2.1.7 Disciplinary, termination, and due process procedures of staff members are clearly articulated and observed in Christian love.
- 2.1.8 Staff members are involved in decision making in areas of their expertise.
- 2.1.9 Staff morale is generally positive.
- 2.1.10 The school has an adequate number of support staff (secretarial, custodial, transportation, etc.) to promote the school's mission effectively.
- 2.1.11 In hiring school staff, the school seeks to reflect the racial and socio-economic diversity of the body of Christ within the school's constituency and community.

**Subcategory 2.2: Administration**

Essential Standards

- 2.2.1 The head administrator, charged with leading the school, is certified by the province/state, or CSI, or one of its affiliates. Non-certified administrators or administrators with lapsed certification must create an action plan to become certified or re-certified within five years.

General Standards

- 2.2.2 The administrator's job description is realistic and clearly defined.

- 2.2.3 Policy defines how the administrator's job description is regularly reviewed.
- 2.2.4 The school has sufficient administrative staff to accomplish the mission of the school.
- 2.2.5 The head administrator has a clear vision for Christian education and the school's mission, and he or she effectively articulates and implements this vision.
- 2.2.6 The head administrator ensures that communications are frequent and open between all constituents and the school.
- 2.2.7 The head administrator is actively involved in professional organizations and personal professional growth.
- 2.2.8 The governing body encourages the administrator's professional growth by providing funds for professional development.

### **Subcategory 2.3: Teachers**

#### Essential Standards

- 2.3.1 All professional teachers are currently certified by the province or state or a CSI-approved professional educators' association to teach in their contracted grade level or subject area. Non-certified teachers or teachers with lapsed certification must create an action plan to become certified or re-certified within five years. (Qualified teachers who cannot meet this standard may be eligible, under certain conditions, for a waiver through CSI.)

#### General Standards

- 2.3.2 Qualifications for teachers, both full-time and part-time, are clearly defined by policy and sufficient to ensure a quality Christian education that meets the mission of the school.
- 2.3.3 The school has policies and procedures for recruiting and hiring teachers who can fulfill its mission.
- 2.3.4 The school has a professional staff orientation program in place designed to mentor new teachers in their role of fulfilling the school mission.
- 2.3.5 The school has a clear professional staff evaluation policy designed and implemented to strengthen the school's ability to accomplish its mission.
- 2.3.6 The school has developed and implemented a professional teacher's development plan.
- 2.3.7 The governing body encourages teachers' professional growth by providing funds for professional development.
- 2.3.8 The governing body and administration hold the staff accountable for their own professional growth.
- 2.3.9 The faculty teaches from a Christian worldview and provides a distinctively Christian education in keeping with the school's mission and philosophy.
- 2.3.10 The teachers are continuously involved in the development and improvement of the written curriculum.
- 2.3.11 Regularly scheduled staff meetings are conducted to deal with administrative details and educational concerns.

- 2.3.12 Faculty workloads permit both individual and collaborative planning and preparation, allow for conferencing time with parents, and acknowledge involvement in extracurricular programs through compensation of time or money.
- 2.3.13 A policy for student behavior clearly defines the roles of staff members in disciplining students when necessary.

#### Documentation for Standard Category 2:

- The chief administrator's job description
- Other administrative job descriptions
- Teacher job description
- Job descriptions of all other staff members
- Staff handbook that includes: professional staff development procedures, expectations of teachers and other staff members, spiritual qualifications, and professional qualifications
- Descriptions of the last five professional development activities that most of the teaching staff participated in: title or description, dates, goal(s), participants
- Master schedule
- Current compensation package and salary schedule (include the administrative, teaching, and support staff salary schedules and benefits)
- Roster of Professional Teachers and Administrators (use CSI form)
- Application forms used in the screening of applicants for staff openings
- Any ongoing certification action plans for teachers (cf. Standard 2.3.1)

### Subcategory 3.1: Admission & Retention

#### Essential Standards

- 3.1.1 School policy defines procedures and qualifications for student admission, and the policy is aligned with the school's mission and purpose.
- 3.1.2 The school's admission policy is reviewed annually.
- 3.1.3 A non-discriminatory policy is in place and is annually publicized, conforming to all legal regulations.
- 3.1.4 Students of any race, color, or national origin are admitted provided that their families conform to other admission guidelines.

#### General Standards

- 3.1.5 All inquiries regarding potential enrollment are handled in a timely, uniform manner with appropriate promotional, informational, and application materials. The school's admission policy and procedures (or a summary) is provided to parents as part of the application materials.
- 3.1.6 Parents and older students are apprised of the school's mission and philosophy at the time of enrollment, and informed how this influences and determines the Christian education the school provides. The school asks parents and older students to indicate through written agreement or some other appropriate means their intention to cooperate fully with the school in accomplishing its mission.
- 3.1.7 Data is gathered to determine reasons for leaving when families transfer out of the school, and that data is used to evaluate school operations and policy.

### Subcategory 3.2: Student Services

#### Essential Standards

- 3.2.1 Cumulative files are maintained for each student in a fireproof location. If electronic files are maintained, adequate security and backup procedures are in place.
- 3.2.2 School policy states what is to be kept in student files and who has access to those files.
- 3.2.3 The school complies with all applicable provincial or state health codes including:
  - a. health and immunization records,
  - b. communicable diseases,
  - c. proper inventory and storing of dangerous substances, chemicals, and cleaning supplies,
  - d. kitchen/dining area regulations and food services,
  - e. safety drills (for example: fire, tornado, hurricane, earthquake, hostage)
  - f. student physicals for admissions or physical activities participation,
  - g. health screenings,
  - h. other\_\_\_\_\_.

- 3.2.4 Adequate safety procedures are in place including:
- a. sexual and physical abuse policies,
  - b. traffic control and crossing patrols,
  - c. playground supervision,
  - d. transportation,
  - e. in-school supervision,
  - f. first aid/CPR and bloodborne pathogen training for staff,
  - g. pick-up and dismissal,
  - h. custodial and non-custodial parent guidelines,
  - i. crisis response procedures (addressing national and local emergencies)
  - j. other \_\_\_\_\_.

General Standards

- 3.2.5 Procedures and programs are planned to affirm and nurture the varying gifts, learning styles, and intelligences found in all students, respecting the contributions of all.
- 3.2.6 Teachers have the resources available to respond to student needs.
- 3.2.7 Teachers are held accountable to provide appropriate learning settings for all admitted students.
- 3.2.8 Guidance services are provided for students to map out their educational future and to assist them with personal concerns.
- 3.2.9 An orientation procedure is in place for new students and parents.
- 3.2.10 Planning for transition is incorporated in the school's program.
- 3.2.11 The school has a written policy for student behavior and discipline that defines the goal of Christ-likeness and identifies expectations.
- 3.2.12 The school provides a range of extracurricular programs reflective of its core values.
- 3.2.13 The school's transportation systems and procedures are well organized, safe, meet all legal and governmental requirements, and address all modes of transportation in use at the school such as school-owned busses or vans, parent pickup and drop-off, parking rules, students drivers, and athletic/field trip transportation.
- 3.2.14 The school provides opportunities for students' spiritual growth through worship, service, and celebration of God and his gifts.

**Subcategory 3.3: Physical Facilities**

Essential Standards

- 3.3.1 All physical facilities are in compliance with federal, provincial/state, and local regulations, including such things as health and safety codes, asbestos management, barrier-free access, fire extinguishers, and posted emergency procedures.
- 3.3.2 All buildings are adequately insured and the school is protected from liability concerns.

### General Standards

- 3.3.3 The school can effectively implement its mission, curriculum, and academic program using the current physical facilities.
- 3.3.4 The buildings, playgrounds, and athletic fields are clean, well maintained, and adequate for the number and age of students.
- 3.3.5 The school's written long-range plan identifies the expected future building needs of the school, and includes sufficient funding for maintenance, repairs, and improvements. The plan should address key needs in the school's future, including enrollment projections, facility size, and funding sources, and have a time horizon of 5-10 years.

### **Documentation for Standard Category 3:**

- Enrollment statistics over the past five years—number of students per grade level and totals
- Application/enrollment materials
- Non-discriminatory policy for admissions
- Parent-student handbook that includes the following student services policies: admissions, student behavior and discipline, distribution of medications, immunization, reporting suspected abuse, records kept, standardized testing, transportation procedures, health and safety procedures, field trip procedures, and conflict resolution
- Chart or graph of averages of standardized test scores over the past five years (less for newer schools) demonstrating academic growth of students
- List of all student activities (curricular and extracurricular) provided by the school with procedures for how students are given the opportunity to participate in each activity
- Description of the school's food services for students
- If a high school, a chart indicating what graduates have done after high school — college/university, junior college, trade school, work force — for the past five years
- Policy for use of the building for non-school events
- Crisis Management Plan
- Summary listing of state laws governing private schools
- Strategic Plan or Long Range Plan

**Subcategory 4.1: Curriculum Procedures**

Essential Standards

- 4.1.1 A Christian worldview is clearly expressed throughout the written curriculum.
- 4.1.2 The written curriculum is aligned with the school's philosophy and mission.
- 4.1.3 Teachers are held accountable by the administrator for following the written curriculum.
- 4.1.4 Teachers regularly develop and evaluate a Christian philosophy of education and its relationship to classroom instruction and practice.

General Standards

- 4.1.5 Procedures are in place and are followed to ensure that the curriculum is based upon educational research.
- 4.1.6 The school has determined what standards will be followed for developing curriculum in the core subject areas (examples: state standards, national subject area standards, textbook-driven standards).
- 4.1.7 The school regularly reviews the use of the standards chosen in relation to the school's mission.
- 4.1.8 The school has procedures in place to review the transition (map) of the curriculum from one grade to the next.
- 4.1.9 Technology is integrated into the curriculum by being used as a tool for teaching and learning in the various subject areas. If internet access is provided for students, a written Acceptable Use Policy is provided to students and parents.
- 4.1.10 Assessment of student progress, including standardized testing, is planned to inform students and parents.
- 4.1.11 Assessment of student progress is used to measure the school's progress toward its mission and goals.
- 4.1.12 Assessment of student progress is used to evaluate the curriculum.
- 4.1.13 The school uses a norm referenced test to assess student academic growth.
- 4.1.14 Methods of assessment are varied to allow all students to demonstrate learning.

**Subcategory 4.2: Instructional Procedures and Resources**

General Standards

- 4.2.1 Teachers employ a variety of methods and strategies to enable students to learn.

- 4.2.2 Class size enables a caring Christian atmosphere and a high quality Christian education that meets the mission of the school.
- 4.2.3 The quantity of instructional materials is adequate to support the written curriculum.
- 4.2.4 The quality of the instructional material is reflective of the school's mission.
- 4.2.5 The media materials (both print and electronic, both in the media center and classrooms) enable teachers to meet the goals of the written curriculum.
- 4.2.6 A materials selection policy is in place to guide the selection of curricular and media materials.
- 4.2.7 A materials selection policy is in place to allow appropriate constituents to question the use of materials.
- 4.2.8 The length of the school year (days and hours) meets the legal requirements that the province or state holds for its nonpublic/independent schools.

### Subcategory 4.3: Written Curriculum

- 4.3.1 **Bible/theology**  
Essential Standards
  - 4.3.1.1 The school has a philosophy statement for this curriculum area.
  - 4.3.1.2 The school has general goals for this curriculum area.
  - 4.3.1.3 The school has a scope and sequence or map for this curriculum area.General Standards
  - 4.3.1.4 The school has written student outcomes for this curriculum area.
  - 4.3.1.5 The school has cataloged materials used to teach this curriculum area.
  - 4.3.1.6 The school has identified student assessment procedures for this curriculum area.
- 4.3.2 **Language arts**  
Essential Standards
  - 4.3.2.1 The school has a philosophy statement for this curriculum area.
  - 4.3.2.2 The school has general goals for this curriculum area.
  - 4.3.2.3 The school has a scope and sequence or map for this curriculum area.General Standards
  - 4.3.2.4 The school has written student outcomes for this curriculum area.
  - 4.3.2.5 The school has cataloged materials used to teach this curriculum area.
  - 4.3.2.6 The school has identified student assessment procedures for this curriculum area.
- 4.3.3 **Mathematics**  
Essential Standards
  - 4.3.3.1 The school has a philosophy statement for this curriculum area.
  - 4.3.3.2 The school has general goals for this curriculum area.
  - 4.3.3.3 The school has a scope and sequence or map for this curriculum area.General Standards
  - 4.3.3.4 The school has written student outcomes for this curriculum area.
  - 4.3.3.5 The school has cataloged materials used to teach this curriculum area.
  - 4.3.3.6 The school has identified student assessment procedures for this curriculum area.
- 4.3.4 **Social studies/social sciences**  
Essential Standards

- 4.3.4.1 The school has a philosophy statement for this curriculum area.
- 4.3.4.2 The school has general goals for this curriculum area.
- 4.3.4.3 The school has a scope and sequence or map for this curriculum area.

General Standards

- 4.3.4.4 The school has written student outcomes for this curriculum area.
- 4.3.4.5 The school has cataloged materials used to teach this curriculum area.
- 4.3.4.6 The school has identified student assessment procedures for this curriculum area.

4.3.5 **Science**

Essential Standards

- 4.3.5.1 The school has a philosophy statement for this curriculum area.
- 4.3.5.2 The school has general goals for this curriculum area.
- 4.3.5.3 The school has a scope and sequence or map for this curriculum area.

General Standards

- 4.3.5.4 The school has written student outcomes for this curriculum area.
- 4.3.5.5 The school has cataloged materials used to teach this curriculum area.
- 4.3.5.6 The school has identified student assessment procedures for this curriculum area.

4.3.6 **Fine arts**

Essential Standards

- 4.3.6.1 The school has a philosophy statement for this curriculum area.
- 4.3.6.2 The school has general goals for this curriculum area.
- 4.3.6.3 The school has a scope and sequence or map for this curriculum area.

General Standards

- 4.3.6.4 The school has written student outcomes for this curriculum area.
- 4.3.6.5 The school has cataloged materials used to teach this curriculum area.
- 4.3.6.6 The school has identified student assessment procedures for this curriculum area.

4.3.7 **Physical education/health**

Essential Standards

- 4.3.7.1 The school has a philosophy statement for this curriculum area.
- 4.3.7.2 The school has general goals for this curriculum area.
- 4.3.7.3 The school has a scope and sequence or map for this curriculum area.

General Standards

- 4.3.7.4 The school has written student outcomes for this curriculum area.
- 4.3.7.5 The school has cataloged materials used to teach this curriculum area.
- 4.3.7.6 The school has identified student assessment procedures for this curriculum area.

4.3.8 **Second, foreign, or classical language (if applicable)**

Essential Standards

- 4.3.8.1 The school has a philosophy statement for this curriculum area.
- 4.3.8.2 The school has general goals for this curriculum area.
- 4.3.8.3 The school has a scope and sequence or map for this curriculum area.

General Standards

- 4.3.8.4 The school has written student outcomes for this curriculum area.
- 4.3.8.5 The school has cataloged materials used to teach this curriculum area.
- 4.3.8.6 The school has identified student assessment procedures for this curriculum area.

4.3.9 **Career/Technical education (if applicable)**

Essential Standards

- 4.3.9.1 The school has a philosophy statement for this curriculum area.
- 4.3.9.2 The school has general goals for this curriculum area.
- 4.3.9.3 The school has a scope and sequence or map for this curriculum area.

General Standards

- 4.3.9.4 The school has written student outcomes for this curriculum area.
- 4.3.9.5 The school has cataloged materials used to teach this curriculum area.
- 4.3.9.6 The school has identified student assessment procedures for this curriculum area.

4.3.10 **Learning Center/Special Services** (if applicable)

Essential Standards

- 4.3.10.1 The school has a philosophy statement for this curriculum area.
- 4.3.10.2 The school has general goals for this curriculum area.
- 4.3.10.3 The school has a scope and sequence or map for this curriculum area.

General Standards

- 4.3.10.4 The school has written student outcomes for this curriculum area.
- 4.3.10.5 The school has cataloged materials used to teach this curriculum area.
- 4.3.10.6 The school has identified student assessment procedures for this curriculum area.

4.3.11 **Other** \_\_\_\_\_(if applicable)

Essential Standards

- 4.3.11.1 The school has a philosophy statement for this curriculum area.
- 4.3.11.2 The school has general goals for this curriculum area.
- 4.3.11.3 The school has a scope and sequence or map for this curriculum area.

General Standards

- 4.3.11.4 The school has written student outcomes for this curriculum area.
- 4.3.11.5 The school has cataloged materials used to teach this curriculum area.
- 4.3.11.6 The school has identified student assessment procedures for this curriculum area.

**Documentation for Standard Category 4:**

- Current school calendar
- Numerical inventory by category of print and electronic resources available for student and staff use both in the media center and in classrooms
- Materials selection policies (for textbooks and media center materials)
- Internet Acceptable Use Policy (if applicable)
- Graduation requirements (for high schools)
- Assessments tools used to report to students and parents (report cards, portfolios, conferences, digital media, etc.)
- Samples of tests, procedures, and/or surveys designed to measure the school's effectiveness toward meeting its mission
- Sample of written curriculum that includes all the components listed in 4.3 above