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# ACCREDITATION

## PRINCIPLES AND STANDARDS

NEW  
EDITION



of the **National Accreditation Board**  
of **Merkos L'Inyonei Chinuch**





# ACCREDITATION PRINCIPLES AND STANDARDS

of the  
**National Accreditation Board**  
of  
**Merkos L'Inyonei Chinuch**





Published by

**NATIONAL ACCREDITATION BOARD  
MERKOS L'INYONEI CHINUCH**

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corrections are completed



# INTRODUCTION

For many schools achieving accreditation is an essential step to gaining the recognition they deserve. It attests to the competence, efficiency and the effectiveness of the school and its programs. Yet, many of those who undertake an active role within an accreditation process are experiencing it for the first time. To some the very idea is novel; to others the rigorous demands may seem arbitrary, maybe even unnecessary. They should all be assured that the National Accreditation Board of Merkos L'Inyonei Chinuch sees the obligation and opportunity of **working with** a school as central to its mission. The avowed purpose of the National Accreditation Board is to help schools achieve accreditation.

As the reader familiarizes him/herself with the expectations and protocols outlined in this document it should become clear that the process will but strengthen and enhance a Yeshiva Day School and its mission. Additionally, National Accreditation Board professionals as well as many educators of member schools, stand ready to assist and guide an accreditation candidate where the school feels there is an area which needs help or attention. It is however, essential to recognize that it is the **institution** which **achieves** accreditation rather than an outside body granting it. Having gone through the process of self study and peer review, and having set a course for the future, a school is able to **achieve** accreditation.

This edition of Yeshiva/Day Schools Accreditation Principles and Standards reflects the curricula, religious needs and expectations of Yeshiva/Day Schools. It was also designed to dovetail with the standards of the Regional accrediting agencies and the National Council for Private School Accreditation, NCPSA, since many schools choose to undertake a dual accreditation protocol.

It is the fervent hope of all those involved with the mission of the National Accreditation Board that the process will serve **L'kadesh Shem Shamayim**, to exalt the greater glory of the Almighty. We pray that the world of **Chinuch** will be enhanced in the course of the pursuit of our sacred task.



Rabbi Nochem Kaplan

**Chairman, National Accreditation Board**

# ACKNOWLEDGEMENTS

This revised accreditation standards document is reflective of the less prescriptive, product oriented approach most member agencies of NCPSA have adopted in recent years. As a member of NCPSA, the NABMLC works cooperatively with regional and private agencies and this document paves the way for dual accreditation using a unified protocol, and yet it is specific to the needs of the Jewish Yeshivas and Day Schools. A number of prominent educators contributed toward the creation of this work and we are appreciative of everyone's efforts.

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# MISSION STATEMENT

The mission of the National Accreditation Board is to foster the continuous pursuit of educational excellence through an accreditation process which is unique to Yeshivas, Jewish day schools, and Jewish Early Childhood education centers. It is a process established by the Jewish education community to facilitate and assure the quality of education within the Jewish education movement.

## VISION OF THE NATIONAL ACCREDITATION BOARD

Accreditation through the National Accreditation Board of Merkos L'Inyonei Chinuch facilitates continuous educational improvement and it validates the achievement of quality education in both Judaic and General studies, nationwide.

It is the core belief of the NAB that the accreditation process is the best vehicle to promote and affect school improvement and educational excellence. Accreditation should therefore become an imperative of Jewish schools.

The NAB provides the training and mechanism for a successful accreditation process and helps generate the enthusiasm, which make the accreditation protocols effective and meaningful.



# SECTION 1

- PREAMBLE
- THE ACCREDITATION PROCESS
- THE EXPECTATIONS OF AN ACCREDITED SCHOOL



## 1.1. PREAMBLE

### 1.1.1. HISTORIC OVERVIEW

The National Accreditation Board was established by The Chinuch Office of Merkos L'Inyonei Chinuch in order to promote an accreditation process which is unique to Yeshivas, Jewish day schools, and Jewish early childhood education centers. It is a process established by the Jewish education community to facilitate and assure the quality of education, within the Jewish education movement.

For decades, accreditation of Yeshivas and Jewish day schools varied from region to region and from state to state. Some states had set accreditation standards for all private schools. Other states have merely required registry, and have expected schools to meet the standards of their sponsoring organizations. Many Jewish day schools had chosen to turn to one of the six regional associations of colleges and schools for voluntary accreditation. Yet most of the hundreds of Yeshivas and Jewish day schools in the United States, while meeting state requirements, did not have an opportunity to measure themselves against national standards for Jewish education.

In 2000, with the establishment of the National Accreditation Board of Merkos L'Inyonei Chinuch Yeshivas and day schools were, for the first time, afforded the opportunity to undertake an accreditation protocol that was tailor made for them.

This new Principles and Standards document includes all administrative and educational functions which an independent Jewish education institution has to contend with as it goes about its business of serving its unique of learners, their parents and community. It allows and indeed promotes co-accreditation with most of the regional accrediting agencies and qualifies schools for NCPSA accreditation.

## INTRODUCTION TO THE MERKOS L'INYONEI CHINUCH NATIONAL ACCREDITATION BOARD

The National Accreditation Board (NAB) is structured in the following manner:

The NAB consists of no fewer than seven, and no more than ten experienced educators who also have experience with the accreditation process. Boards are both appointed and elected. Merkos L'Inyonei Chinuch appoints half the members (five or fewer), and accredited Yeshiva day schools members in turn, select up to five additional members from among Yeshiva day school professionals. Boards serve for a renewable period of four years. The executive chairman is appointed by the education office of Merkos L'Inyonei Chinuch.

The Board receives reports and recommendations from visiting committees, after preliminary review by an initial review committee. The Board determines the accreditation status to be granted to candidate schools.

The NAB also periodically examines the principles and standards used as criteria for accreditation, the accreditation protocols and questionnaires and other accreditation tools. It makes changes as necessary to ascertain that they reflect current research and the best educational practices, which are consistent with the educational objectives of Yeshivas and day schools nationwide.

The NAB meets semi-annually, or more frequently as necessary to conduct its regular business.

## THE ACCREDITATION IMPERATIVE

The National Accreditation Board accreditation process, similar to that of other accrediting agencies in the United States, consists of three components:

- 1. Self Study:** The Self Study includes a review of all facets of the educational institution, past and present, through the use of professional evaluation instruments (appended to this document).
- 2. Peer Review:** A National Accreditation Board team of peer visitors reviews the self study and validates it during an extensive visit.
- 3. Strategic Plan:** The Self Study inspires and is followed by the development of a strategic plan.

The National Accreditation Board has established basic standards, which are presented herein, to effect and validate the academic and professional quality of member Jewish educational

institutions. The National Accreditation Board recognizes that each school may establish its own standards, consistent with its individual educational mission and particular “*chinuch*” philosophy. The standards presented should be seen as universally applicable at a minimum level.

Every effort is made during the accreditation process to respect and retain the autonomy of individual schools. The standards and criteria are not meant to alter the essential character of any school; they are meant to educate and to evaluate but not to control member schools. Thus, the National Accreditation Board evaluates the school’s programs from a religious educational perspective, rather than from a religious ideological one.

Through a Self Study, a school will have reviewed and perhaps revised its admission process and its governance as well. The school will have reexamined its curricula, both Judaic and academic to assure they are in sync with its mission, and what is taught in the classrooms accurately reflects the school curriculum objectives. In other words, the teachers are teaching to the goals and standards of the curriculum.

At the conclusion of its Self Study, a school will hopefully have a new self-awareness, a renewed sense of purpose, and a much better understanding of its educational program and its effectiveness.

By means of this process, a school will determine a long strategic action plan for specifically designated areas of school improvement. A school will as a result emerge from the accreditation process a stronger and more invigorated institution focused upon clearly-defined measurable objectives and observable school improvement goals.

#### VALUES AND VISION:

All education seeks to provide preparation for life in a proximate sense by providing the tools for productive living. Religious education extends this mandate. By definition, the religious life is one that takes account of life’s greater meaning in the ultimate scheme of things.

In providing guidelines for the assessment of a quality Torah education, the Merkos L’Inyonei Chinuch National Accreditation Board is guided by the grand world-view of Judaism; that G-d has an intimate relationship with His universe; that the world has meaning, and that each individual is endowed with the gift of life in order to fulfill a specific purpose. He bequeathed the Torah to us to guide us in fulfilling that purpose. The underlying axiom of our religious education is that we matter to G-d, and it is our job to tend His garden, the universe around us.

These axioms color and shape all the traditional aspects of education. Learning becomes a sacred task, a way to respect our very being and make the most of the mission with which we have been endowed. The everyday “stuff” of life becomes a joy, a celebration of the specialness of the universe, and our place in it. Academic and life skills have importance beyond their mere utility in ensuring personal success—they are ways to protect and cherish the sacred trust that G-d has granted us.

Researchers have identified spirituality as essential to the human experience. Gardner speaks of the spiritual intelligence as one of the multiple intelligences. Cole and Lipman describe the moral and philosophical thinking of young children. Within the context of a religious setting, it is clear that we deprive children if we do not consciously attend to the development of their moral imagination and spiritual sensitivity.

In writing these guidelines and standards, the National Accreditation Board has gone through great lengths to remain general enough so that the principles outlined can be applied to schools with a variety of visions. Some visions will emphasize the natural developmental unfolding of the child; others will emphasize the role of loving guidance scaffolding in preparing the child for life. Some schools will use the creative instincts of the child as the starting point for lessons; others will provide rich models and scaffolding as a framework to under gird the child's attempts at originality.

Our goal is not to proscribe a particular method, but to outline the reflective process whereby schools can articulate their values in ways that will empower them to enrich the lives of the children and the communities that they serve. For it is the religious world-view that can help them recognize their own value and self-efficacy; it is the religious world-view that can direct them to dedicating their lives to positively impacting the world.

## II. THE ACCREDITATION PROCESS

### **Initial Application Requirements:**

In order to meet with the initial application requirements, a prospective school should review the short list of candidacy standards which are listed below, and be sure that it is able to comply with all the standards published with the application form. If it feels that it falls short in any area, the school should address that deficiency prior to making formal application. The National Accreditation Board will assist a school in the application process; and help it address deficiencies that may need to be remedied before the formal application is made.

### **Initial Application Standards are:**

1. The primary purpose of the sponsoring organization is to operate a Yeshiva or day school that offers its students both a Judaic and General Studies program.
2. The school is chartered, licensed and meets applicable laws in all its operations.
3. The school operations are guided by Halachic requirements in all matters.
4. The philosophy and goals of the school have been appropriately articulated and published.

5. All of the school's operations are open to evaluation by the National Accreditation Board.
6. The administration and staff are appropriately qualified for their assigned duties.
7. Facilities and funding are adequate to offer an educational program on pre-school, elementary, and/or high school levels.
8. Provisions are made to account for students' attendance, academic progress, personal growth, health, and safety.
9. The school has published a statement of non-discriminatory policy.
10. The school has child - safety policies which assure, as much as possible, the physical, emotional, and psychological safety of its students.

## THE APPLICATION PROCESS:

The first step for prospective schools seeking *Accreditation Eligibility Status* is to comply with the following initial application requirements:

**A Letter of Intent from the School Head** indicating that the governing body, authority and school/education committee have reviewed: the application process, the basic standards for accreditation, and this manual of principles and standards.

**A Letter of Intent from the Governing Body** of the school indicating that it has reviewed the application procedures, the Principles and Standards, and understands the requirements of the accreditation process. This letter should state that the governing authority is committed to ensure that the school will meet all requirements for accreditation.

### **A Complete Application Form and Payment of the Application Fee**

**Preliminary visit:** Upon receipt of the initial application requirements, the director of the National Accreditation Board will review the application and appoint a representative of the board to make a preliminary visit. The purpose of this visit is to review the initial application requirements on-site and ascertain the readiness of the school to continue the application process. The representative will then submit a written report of his/her findings to the director. The director will in turn communicate the findings to the administrator of the prospective member school.

**Preliminary visit findings:** If the findings are that the school meets the initial application requirements the school will be considered a candidate for accreditation within the association, and will be granted *pre-accreditation* status. If the findings are that the school does not yet meet the initial application requirements, the report will outline the necessary actions the school needs to undertake to satisfy the requirements.



**Time frame:** Upon being accepted as a candidate, the school will be granted a time period of twelve months to finish the accreditation protocol - this includes the completion of the self-study (including strategic improvement plan), and the site accreditation team visit. If the self-study and visit cannot be completed within the eighteen month time frame, the school should inform the director of the circumstances preventing its completion and at his discretion the school may be given an extension, or the school may be required to begin the application procedures anew.

**Assistance from the NAB office:** It is expected that the school will maintain regular contact with the NAB and keep the office informed of its progress. The office will in turn provide assistance as needed.

## THE SELF STUDY PROCESS:

Accreditation is an opportunity for a school to learn, to grow, and to move forward in its goal of educating students. A school engages in a Self-Study process to assess its effectiveness based on established standards and guidelines. Also, it is to eventually make changes and improvements to the educational program that will be reported to its stakeholders. The school will appoint an accreditation steering committee, that must include representatives of all the stakeholders. This committee will assure that the protocol is properly executed.

During the Self-Study process, the school will use the NAB questionnaires as an evaluation instrument to study its programs and their effectiveness. All the stakeholders, including faculty, staff, administration, as well as the governing body, and wider school community, must respond to the questionnaires and complete all self-assessment checklists (see p. 114). The Steering Committee will record all the findings and interpretation of the data for exhibition in the Self Study Document.

As the findings of the Self-Study become known, a greater opportunity will exist to reflect on the entire school. The ability to clarify and focus on school improvement efforts around specific and measurable criteria will enhance the achievement of educational goals.

One of the most important results of the Self-Study process is that it generates a **strategic plan** for future improvement (see p. 27). In the strategic plan, the school outlines areas where the school can make improvements and changes, which will move it further in the direction of educational excellence. The plan will naturally be consistent with its stated philosophy and statement, and will include a timetable for its implementation. It is up to the school to see to it that its strategic plan for future improvement is, in fact, brought to fruition. The National Accreditation Board reviews annual reports and reevaluations to determine that the school's strategic plan is being implemented. The National Accreditation Board will want to see evidence of its implementation in annual reports and reevaluations. The school may choose to defer the final draft of its strategic plan for future improvement until after it receives the site visitation report.

Generally, a period of twelve months will be sufficient for the school to conduct and report on the Self-Study. Upon its completion, the Self-Study Document is submitted to the National Accreditation Board (and other cooperating agencies) no later than 4 weeks before visit for review. The National Accreditation Board will then assign a Visiting Committee to the applying school.

Some schools may have gone through a recent Self-Study as part of another accreditation program. The National Accreditation Board may choose to recognize this process as a status level towards accreditation; however, final recognition of accreditation will be deferred until after the site visit, and formal review.

## NATIONAL ACCREDITATION BOARD SITE VISITATION AND REPORT:

On-site visitation is critical to the objective validation of school effectiveness and is an integral part of the accreditation process. The visit precedes any decisions regarding the awarding of final accreditation status. The results of the on-site visit will serve as a key element in the formal review and recognition process of the school.

Specifically, the objectives of the visit are:

- To assure the Accreditation Committee that the Self-Study accurately reflects the strengths and weaknesses of the school.
- To verify that there are no violations of National Accreditation Board standards.
- To bring objective expertise to the school, and offer assistance in current educational planning.
- To serve as a catalyst in changing those aspects of the school operation which are not meeting National Accreditation Board standards.

The evaluation is conducted by persons with no vested interest in the school. These individuals are familiar with the accreditation standards and procedures and knowledgeable of sound Torah-oriented educational practices. Members of the visiting team may be associated with the National Accreditation Board or be representatives of similar accredited institutions.

The Visiting Team will appraise the quality and comprehensiveness of the school's Self-Study, make recommendations for further study and implementation, and assess the extent to which principles and standards are being met.

Visitation Teams are limited in their activities to gathering information, suggesting a reasonable timetable for full compliance by the school if it falls short of full compliance of a particular standard, and to making recommendations. Formal reports of these visits are forwarded to the National Accreditation Board for final review.

The National Accreditation Board chairman will receive the Site Visitation Committee

Report and after preliminary review to assure basic compliance with all standards, it may refer them to an Accreditation Committee appointed by the NAB to review and make a recommendation.

The National board will examine the reports and hear from the Site Visitation Chairman. The board may recommend that further action be taken by the school or grant a particular level of accreditation status to candidate schools. This will be done in a formal Statement of Recommendation by the National Accreditation Board.

**The National Accreditation Board may decide upon one of the following designations:**

- A. **Accreditation:** All standards have been met satisfactorily; the school's strategic plan for future improvement is in place.
- B. **Accreditation advised:** All standards appear to have been met, but further clarification is necessary with regard to one or more standards or related issues; or the school's strategic long-term plan is not yet in place.
- C. **Provisional Accreditation:** One or more standards may have not been fully met but a reasonable short-term timetable to achieve full compliance was recommended by the Visiting Team, and has been adopted by the school, or if the strategic plan for future improvement has not yet been formally adopted and finalized.
- D. **Non-Accreditation:** One or more standards have not been met, and the school is unable to adopt a timetable exists for compliance, or if a strategic plan for future improvement has not been devised.

The Board will then **formally designate** schools as "accredited", "accredited advised", "provisionally accredited", or "not accredited."

An appeal of an unfavorable decision may be made to the National Accreditation Board within three months after the decision. A school "not accredited" for failure to meet standards may be revisited in the following year if efforts to rectify deficiencies are evident. The decision to have the school revisited rests with the Director of the NAB.

## ANNUAL REPORTING AND PERIODIC REEVALUATION:

Accreditation is both a result and an ongoing process; some accreditation agencies even refer to their accrediting process as "continuing improvement". As such, it is essential to insure that members are maintaining the level of quality present at their initial recognition or have made improvements to it. To validate the forgoing, the accreditation process provides for the periodic reevaluation of members.

### **Annual Reports:**

Annual Reports with detailed information in three essential areas are required of accredited schools at the highest level of accreditation and/or recognition, these areas are:

- (1) Statistical and demographic information.
- (2) Any substantive changes that may have occurred.
- (3) How the school is progressing in the implementation of its Strategic Improvement Plan.

This report is evaluated by the National Accreditation Board to verify that accredited schools are continuing to meet accreditation standards. Schools failing to meet the standards will be referred to the Accreditation Board for reassessment of their accreditation status.

### **Reevaluation process:**

The National Accreditation Board requires that all schools at the highest level of accreditation participate in a reevaluation process that contains the elements of self-study, site visit, and final review. The process is as follows:

One year after initial accreditation, a “Report on Recommendations” made by the Visiting Committee shall be completed by the school according to the established procedures of the National Accreditation Board.

By the fifth year, following the initial self-study, the staff of the accredited school shall complete a new self-study as an integral part of the ongoing process of school improvement. Reaccreditations will take place before onset of the sixth year.

## III EXPECTATIONS OF AN ACCREDITED SCHOOL

### WHAT IS EXPECTED OF A SCHOOL IN ITS SELF-STUDY AND SELF-EVALUATION

**It is expected that the school will have experienced self-discovery during its self-study.**

Accreditation leaders need to be aware that self-study, properly done, produces a heuristic effect, a sense of self-discovery. There is release of new energy, a new sense of community and a stronger sense of mission. Although the heuristic effect is hard to define, it is more a quality of emotion than of logic.

In its Self-Study, the faculty ought to have discovered something; whether good or bad, the effects are the same. The process itself energizes and invigorates the faculty, and infuses it with a renewed sense of mission. An exploration into the very core of the school’s foundation, is as though the faculty knows its school for the very first time. This in turn

energizes the evaluators, and tells them that the process is working properly. This may provide further insight into the adage of our “Chazal”: “*Yogato Umotzoso Taamin* (When one toils one is sure to find, even beyond his expectations).”

Though difficult, at best, the Self-Study is expected to explore the experience that students have within the school. To detect the character of student experience within the school is, in some way, a revelation of the personality of the school.

The essence of quality education can only be appreciated when one views the process from the vantage point of the learner. One must ask, has the experience of learning had an impact upon the whole “gestalt” of the learner as a human being and as a Jew? The answer to this question should be a bi-product of self-evaluation.

### **The self-study ought to reveal the momentum within the school.**

The National Accreditation Board does not accredit a snapshot; it accredits a living, moving, changing institution. The Self-Study reflects a sense of the past, and a theory of the future, because all things in the school are in a state of arriving or departing. These two words denote the same thing: “*L’an Ato Holech*.” Where are you heading? The standards for accreditation take full account of the dynamics of change. They require the school to report on philosophy, governance, evaluation, resources, communications, and relationships. These are the elements that go to work when the school weighs anchor and begins to move, when they fulfill the works of the Psalmist “*Loleches M’chayil el Choyil*” – To go from strength to strength.

### **The self-study ought to reveal coherence.**

In a coherent self-study, the principal and faculty first develop the logic (or idea) of the school and then determine through the remainder of the study how well the offerings and supporting provisions cohere with that logic.

A school with a clear understanding of itself constantly struggles to be in coherence with its idea. The virtue of comprehending oneself lies in being true to the “logic” developed by the school. A school without an image of its own ideal has no guide to its virtue.

### **The self-study ought to include strong self-evaluation.**

Another expectation of the Self Study process is *real* self-evaluation. All self-study guides, elementary, secondary, and K-12, provide opportunity for the faculty to record evaluative judgment. Self-evaluations, range from strong to disappointing. If the self-evaluations are strong then the evaluator’s job is made simple by the need to merely give a reason to agree or disagree with a particular comment. But, if the self-evaluations are weak, then the responsibility falls to the team alone to get useful evaluation judgment on record. It is

difficult to do a good evaluation of a school that shies away from self-judgments. Indeed, weak self-judgments are often a sign of academic immaturity. Strong self-judgments, on the other hand, signal confidence and maturity.

**The self study, properly guided by an able steering committee, will empower those closest to the students.**

Although accreditation protocols move into the school through the top, the *process* can not be successful if it is undertaken from the top. The very first task is to move to the base of the table of organization and set up an internal “government”, which is broadly representative of the teaching faculty and support personnel. This is called *Steering Committee*. The Steering Committee is a local “board of directors” for the self-study. The steering committee appoints all committees and drives the process. Thus, the activity “percolates” upward from the base of the pyramid, rather than hammers downward from above. It derives from the will of the teachers, rather than authority on high.

This empowerment awakens feelings of responsibility rather than obedience. It develops a sense of mission, rather than a feeling of submission. This “grows” the staff, and a school operated by growing people is an improving school.

#### WHAT IS EXPECTED OF A SCHOOL AS IT PREPARES FOR EVALUATION BY A VISITING TEAM:

The **Self-Study is the corpus of the evaluation**. A good visiting team enters the school through the Self-Study report, follows the “paths” the study lays down, and then builds its own report as a *commentary* on the Self-Study. When interviewed by members of the team, the faculty should be prepared to discuss its self-evaluations. By doing this, both the team and the faculty attain a much higher level of reflective experience.

**The faculty ought to present specific examples of what is reported in the self- study.**

When the evaluators appear in the classroom, their expectations include observation of a room that will “speak” of the school’s philosophy, its teaching style, and the tone of its interaction between teacher and student. Samples of the instructional materials and student work should be on display, and the characteristics of the schools organizational schemes should be evident as visitors make their way through the building.

Similar effort ought to be made by those who offer student services. Health, food, transportation, and guidance personnel should be prepared to demonstrate what they have reported. They should be prepared to explain how this demonstration is consistent with the Self Study.

In preparing for evaluation, the faculty ought to be “**mission-conscious**”. The faculty should be conversant about what the school is there to do.

**The faculty should know its own philosophy**, and what the philosophy means for its own teaching. Furthermore, the educational practices within the school should bear testimony as to the implementation of the school's philosophical underpinnings and mission statement. For example, in the Judaic Studies; if the philosophy of the school entails teaching in a way which helps a student develop tools with which to be able to learn a passage of *Chumash* independently, the instruction within the classroom should reflect this approach.

In preparing for evaluation, **the faculty should understand the school's community**, especially the students.

During evaluations, the good conversations between faculty and evaluators tend to move toward philosophy, or toward community. These are the two “wellsprings” of the school and its programs. Teachers ought to prepare for such conversations by first hand involvement in community life. The ethnicity, the family structure, and the social organization, should not be simple abstractions.

The administration and faculty of the school would be well advised to ask, in the process of performing the Self-Study, for assistance in planning a stronger institution.

It is perfectly legitimate for members of the administration to point out special areas of success or conversely to call attention to areas which need strengthening. A Visiting Team is much more impressed when a school that recognizes its needs. This is a signal to the Chair to call the Chinuch Office and ask for someone with that special strength be assigned to the team. Schools may ask, for example, for help with ESL programs, special education or technology while it moves to meet new growing needs.

An admission of inadequacy is simply a call to the evaluators and accreditation leaders on how best to be helpful.

**The school ought to inform the school community that it is undergoing evaluation and involve the community as appropriate.** School evaluation is not a “closed gate” inspection. It is a *positive* event in a positive protocol. It should stimulate the growth or improvement of the school. The Visiting Team, even before it arrives, is the “significant other” in the life of the school and of the community. When the Team arrives, it is a special moment, and the wise and good school shares the Team’s presence with the community stakeholders.

The community rallies around a school that is to undergo evaluation. If a school aspires to accreditation, the community, and even other schools in the community, wish it well. Here, again, there is a heuristic effect. As “the significant other” approaches, the school rediscovers the community, and the community rediscovers the school.

To put it crassly, the evaluation is not without cash value. Inevitably the evaluation results in a community effort to improve on the recommendations made. It is far better for a community to stand in anticipation of such news than to be informed later, “we had an evaluation and this is what we think we should do”.

**In preparing for a visit by a visiting team, the faculty should become “future minded.”**

The attitudes of the faculty on the eve of evaluation are extremely important. They ought to feel they are discovering their future, not defending their past. A good evaluation is much more than a report card. It is a vision of what the school can become.

Any good evaluation report of a school, no matter how good the school is, will identify matters that could be better than they are. A future-minded faculty will use the report to make the tomorrows into what they want their tomorrows to be.

## WHAT A SCHOOL IS EXPECTED TO DO WITH A GOOD EVALUATION REPORT:

**The school ought to use the Evaluation Report as a way of understanding how others see it.** In the Self-Study, the faculty and administration develop a view of the school as they see it. The judgments are their own. A Visiting Team Report is the view of a different “eye”; and when combined with the “eye” of the Self-Study report, the vision becomes binocular.

A good school seizes upon the advantage of “binocular vision”. The Steering Committee for the Self-Study combines with the official leadership school to structure faculty discussions regarding the Visiting Teams Report. The faculty and administration will evaluate and then explain *how* and *why* it sees itself in a certain way. This introspection might lead to a discussion on how the school differs from the Report regarding a particular area. The act of creating an explanation itself moves the faculty to higher ground; and this, after all, is what the accreditation protocol purports to do.

**The school ought to use the evaluation report as basis for a report to its school community.** If the school follows the process properly, then the school’s community will be made well aware that an evaluation has been conducted, and that the Report of the evaluation



has been made. Many in the community will want to know what the results of the report are. It is common to hear them ask: “What did we get an A, B, or C?”

The best approach that offers the school new opportunities for communication, is for the Steering Committee and/or the official leadership of the school to prepare its own summary of the Team Report and distribute it to the school community. Schools that do this may want to make it clear that members of the community, including the press, are free to come to the school and examine the Self-Study and Team Report.

The summary gives the substance, the flavor, and some of the supporting detail of the Report. The summary should be able to be read in 15-20 minutes.

**The school should examine the Reports’ commendations and recommendations to determine developmental goals of high strategic merit.** Some schools develop action plans as they do the self-study; others wait until the report of the Visiting Team has been received. There are advantages and disadvantages to both procedures. In either case, the school should develop a strategy for its future, based on the Report’s commendations and recommendations.

The procedures of self-study and evaluation are not necessarily inductive of strategic thinking. The goals of any strategic plan may never appear in either the Self-Study or Team Report as a recommendation. However, the attainment of a good strategic goal should satisfy many of the recommendations. The mark of a good strategic plan is the number of goals it accomplishes with a relatively small number of well-directed efforts.

**The school ought to share its experience with other schools.** *Chazal* has said: “*Umitalmeidai Yoser M’Kulom,*” or in simpler words, the way to really learn something is to teach it to someone else. This is one of several reasons the school should share its experiences with others. One way to do this, is to make interested and talented staff members available for service in the accreditation process. Schools that recently underwent an accreditation process are the best resource possible to those embarking upon it.

**The school should use its evaluation as a “benchmark.”** General evaluators and Torah educational professionals who visit accredited schools often find the evaluation reports are marked up with notations and worn down at the edges from handling and use. *This is as it should be.* As stated above, the evaluation report is a “navigational fix.” The Report becomes a “point of departure” into the future when all that went into the Self-Study, the evaluation, and especially the high consciousness of the faculty and school community, are considered.

## THE KIND OF LIFE A SCHOOL MIGHT BE EXPECTED TO LEAD IF IT WANTS TO LIVE AS AN ACCREDITED SCHOOL.

**Accreditation is an activity not just a status. In fact, the word “status” denotes lack of movement.** The movement of an accredited school from status quo to a better-performing institution springs from knowing the philosophy and goals, knowing the community needs, and knowing how the school’s offerings relate to philosophy its mission, vision and philosophy. The coherence of all of these were established by the Self-Study and evaluation. Therefore, there is a “working belief” that this movement, that stems from accreditation activity, is good. These processes activate teachers, principals and parents. Through the activity, the stakeholders developed a new or stronger sense of involvement and belonging. This is the essence of the follow-up reporting procedure in subsequent years.

**Through the accreditation protocol, an accredited school develops skills needed for self-correction, and ought to use them regularly.** Self-evaluation and strategic goal setting are capabilities developed and tested through the accreditation protocol. After accreditation, these capabilities should be regularly exercised and kept in top form. Great institutions have a self-developed and self-managed course correction capability. This is especially important when external forces act upon it with sufficient force to get the school off course.

**An accredited school ought to undertake its share of responsibility for maintaining education as a self-regulating profession.** The rigor of the accreditation protocol reflects some of the ways educators have of regulating themselves. Why self-regulation? It is the key to academic freedom. A profession deserves the indulgence of the public, if, and only if, it has the capacity to regulate itself. One can only imagine what the Torah world would look like if it were to be totally regulated by government, industry, or commerce. By being self-regulating, Torah education has the freedom to say what must be said about how these entities serve Torah interests.

## DEVELOPING A LONG-TERM STRATEGIC PLAN

### **Why is a long-term strategic plan necessary?**

Having a strategic plan helps you stay focused on the long-term, while dealing with the daily school routine. It's hard for administrators to find the time or patience to focus on the school's long-term needs. Having a strategic plan helps a school keep an eye on the big picture.

All schools can improve. By setting goals and establishing a framework to reach them, schools across the spectrum – from the highest performing to those in need of improvement – can outperform their past performance. Without a strategic plan that includes a clear mission, vision and markers to drive the school and school system forward, you risk the chaos of teachers and staff rowing in different directions and students left to tread water until they graduate.

### **Developing a comprehensive strategic plan:**

So how do you go about developing and implementing a comprehensive strategic plan that is meaningful and will help drive school and student improvement?

The accreditation process helps schools and school leaders focus on where the school is, where it is are headed. A strategic plan shows how you can get there.

### **Collaboration is the best way to create a strategic plan.**

The accreditation process involves collaboration and collaboration is key to the development and actually carrying out a successful long-term strategic plan. School improvement works best when you build support and commitment from the school community, including students, teachers and parents. When everyone works together to establish priorities and set goals, they have a vested interest in succeeding.

When the school community is involved from the start, it diffuses the all-too-common refrain “no-one asked my opinion” that often obstructs new programs or new ways of doing things, leading to more of the status quo. Accreditation is about pushing beyond the status quo, pushing beyond the mandates to truly provide the best education you can provide for your students from the very first day they enter your school through graduation.

**The peer-review visit and the strategic plan:**

A School may decide on an improvement plan without any input from the accreditation visitors. Having completed a thorough review of all its functions it will have discovered areas for improvement. So, it is not necessary to wait for a visitation report to decide where the school need to place its focus for the future. It is helpful however, to find out how other, like minded but outsiders, see the school and to consider their recommendations.

Many schools however, prefer to wait until after the visit to have the benefit of the report as they decide on a plan.

**Strategic plan format:**

A long-term strategic plan should identify the areas the school feels it should concentrate on; we call them the strategic plan objectives. It then maps out what actions the school needs to take to advance the objectives in the order that they need to be taken in. The school must set a time-line for achieving each of the actions and who is responsible to assure that it is completed. Finally, to whom and when to report that it is complete.

A chart to track and report on progress is in the appendix (p. 125).

# THE THIRTEEN NATIONAL ACCREDITATION BOARD STANDARDS

## PHILOSOPHY, GOVERNANCE AND ADMINISTRATION

**STANDARD 1: The School Defines the Fundamental Principles Under Which the School Operates**

**STANDARD 2: The School has Lawful, Clearly Articulated Principles and Procedures Which Guide its Governance Operations**

**STANDARD 3: The School has Implemented Sound Fiscal and Business Management Policies and Procedures**

## PERSONNEL AND STUDENT ADMINISTRATION

**STANDARD 4: The School Leadership and Instructional Personnel are Well Qualified for their Positions**

**STANDARD 5: The School has Published Clear Staff Hiring Practices and Policies**

**STANDARD 6: The School Upgrades the Professionalism of the Faculty Through Regular Evaluations and In-Services**

**STANDARD 7: The School Maintains Student Policies and Procedures Which Promote and Record the Safety, Well-being, and Academic Progress of the Students**

## DESIGN FOR LEARNING

**STANDARD 8: The School Curriculum is Carefully planned and Well –Executed**

**STANDARD 9: The School has Developed a Meaningful Learning Philosophy and Employs Appropriate Educational Practices**

**STANDARD 10: The Areas of Learning within the School Represent Normative Yeshiva Day School Standards, and it Maintains an In-Service Training Program to Assure the Quality of Instructional Staff**

**STANDARD 11: The School's Learning Assessment Policies and Procedures Appropriately Measure Learning Progress**

## PHYSICAL ENVIRONMENT HEALTH AND SAFETY

**STANDARD 12: The physical environment supports the safe and efficient delivery of the educational program and services, and promotes optimal student development and achievement**

**STANDARD 13: The school provides a safe, orderly, and healthy environment for teaching, learning, and off campus activities to take place**



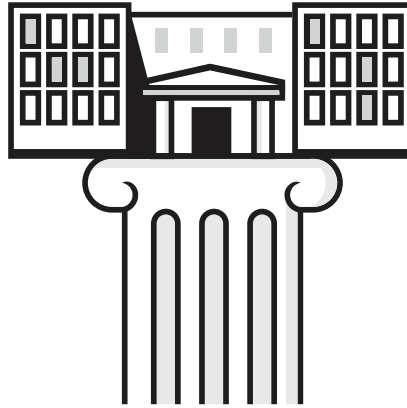
# SECTION 2

## STANDARDS 1-3

- PHILOSOPHY, GOVERNANCE & ADMINISTRATION:



## STANDARD 1 THE SCHOOL DEFINES THE FUNDAMENTAL PRINCIPLES UNDER WHICH THE SCHOOL OPERATES



The school has a clearly written and actively implemented statement of philosophy and mission, that conveys the general and specific purpose of its educational program, expresses expectations for the quality of the program, and serves as the basis for the daily operational and instructional decision making, as well as long range planning.

### RATIONALE:

For a school to develop and function as a unified educational entity with a coherent set of goals and objectives it needs to declare who it is and what its mission is. Thus, a mission statement is an essential ingredient which facilitates the success of any educational institution. A vision statement (the two may or may not be combined) articulates the needs the founders expected to fulfill with the creation of the school, and how they continue to guide the school's purpose.

### STANDARD 1.1 THE SCHOOL HAS A CLEAR WRITTEN STATEMENT OF PHILOSOPHY AND MISSION

The mission statement should include a statement of the fundamental values of the organization, an indication of the population being served, and the service provides the function for which the organization exists.

A vision statement should include a description of the long-term change, or societal benefits that the organization hopes to bring about through its existence.

The school has a written mission statement and separate vision statement that clearly articulates the program's purpose for the care and/or education of young children. The statements should include a mention of commitment to a quality Torah education.



 **SELF STUDY DOCUMENT:**

- Include a copy of the mission and vision statements and describe how they were developed, and by whom.

**RATING:**



**STANDARD MET:**

The mission and vision statements clearly articulate the program's purpose for existence in a manner that affirms the religious underpinnings of the program.



**STANDARD NOT MET:**

The program has neither a mission or vision statement that considers the religious underpinnings of the program.

**STANDARD 1.2**

**THE SCHOOL HAS ARTICULATED BASIC AND IMMUTABLE RELIGIOUS PRINCIPLES**

Whereas it is to be expected that philosophy and mission will meet, a religious institution will have defining principles such that if these principles are altered, the fundamental nature of the institution is changed, and the former entity ceases to exist.

**RATIONALE:**

A religious school must articulate its immutable religious principles which define its character and give reason to its existence. Review and accreditation allows the National Accreditation Board to assess the standards of Yeshivas, Jewish Day Schools and Early Childhood Centers that define their mission in terms of Torah education and Halacha. Schools that do not see adherence to Halacha as part of their mission do not fall under the purview of the National Accreditation Board.

**FOUNDATION PRINCIPLES:**

- All NAB institutions must include in their By-Laws a statement regarding the Halachic foundation of the school, (including the Halachic authority that may arbitrate on religious policy.) A school may also choose to include other fundamental philosophical principles in its By-Laws (Example: a school may choose define itself as an all-male school.)
- NAB applicants should identify the Halachic/foundational principles upon which the school's mission is built. (The essence of such foundational principles is that they are immutable and should not be altered by the governing board members of a pre-accredited or accredited school). In the event that these principles be overridden, then from the perspective of the NAB, the school will no longer exist as the original entity, thus automatically voiding the existing accreditation.

- If a school changes its foundational principles and adopts new By-Laws and foundational principles that adhere to the NAB Standards of Halachic governance, it may choose to re-apply for accreditation under its new By-Laws.

 **SELF STUDY DOCUMENT:**

- Identify the principles upon which the school is built that should not be altered by the governing board members without, in essence, dissolving the identity of the institution. Include a statement regarding the school’s adherence to Halachic standards, and how those standards are defined (include the name of the authority who will arbitrate Halachic decisions.) The statement may also include other principles fundamental to the mission of the institution.

**RATING:**



**STANDARD MET:**

School specifies in its By-Laws, at the Halachic foundation of the institution, and that this by-law can not be voided. The school also identifies other principles fundamental to the mission of the institution that may not be voided without dissolving the identity of the institution.



**STANDARD NOT MET:**

School does not specify in its By-Laws the defining principles that should not be voided.

**STANDARD 1.3**

**THE SCHOOL HAS ARTICULATED ITS EDUCATIONAL PHILOSOPHY**

The school has written an educational philosophy statement. The philosophy statement should express the school’s overall approach to education as rationale and guiding force of its educational programs. The philosophy should be consistent with the program’s mission and vision statements and grounded in its religious principles.

**RATIONALE:**

For a school to function as a single unified educational entity its philosophy of education must permeate all its educational programs. They guide the school’s philosophy curriculum and instruction and defines the school’s character as an educational institution. Articulating its educational philosophy is a prerequisite to the development of curricula and establishing educationally sound operations.

 **SELF STUDY DOCUMENT:**

- Include a copy of the school’s philosophy statement and cite the educational/religious principles on which it is based.

RATING:



**EXCEPTIONAL COMPLIANCE:**

It is evident that a serious analysis of the program's education philosophical underpinnings was made, and that the educational philosophy reflects the religious orientation of the school. The statement of philosophy also accurately reflects the mission and vision of the program.



**STANDARD MET:**

The philosophy statement considers educational principles, and reflects the school's mission and vision.



**STANDARD NOT MET:**

There is no written philosophy statement.

**STANDARD 1.4**

**INSTRUCTION AND TEACHING METHODOLOGY ADHERE TO BEST PRACTICE AND REFLECT THE SCHOOL'S PHILOSOPHY**

The educational practices within a school are compatible with the school's mission and philosophy. The school identifies the methodological best practices it encourages and supports. Evidence exists that these practices both reflect the program's philosophy and are supported by current research.

**RATIONALE:**

The process of accreditation is an expression of the school's determination to strive for educational excellence, as the school defines the very term itself. The development of effective teaching practices gives meaning to this goal and makes possible its achievement. The articulation of which "best practices" the school has adopted makes it possible to understand that rationale for the manner in which the school operates.

 **SELF STUDY DOCUMENT:**

- Provide written evidence that key instructional practices within a school are reflective of the school's stated educational philosophy.

RATING:



**STANDARD MET:**

The statement identifies the research base of the key educational practices, and explains how these practices are done in keeping with the school's statement of philosophy, and how they guide classroom instruction.



**STANDARD NOT MET:**

There is no clear statement of preferred best practices in teaching.

## STANDARD 2

### THE SCHOOL HAS LAWFUL, CLEARLY ARTICULATED PRINCIPLES AND PROCEDURES WHICH GUIDE ITS GOVERNANCE OPERATIONS



The school operations are governed by the laws of the civil authority, which has jurisdiction in the locale, and its operations are guided by duly empowered governance, which operates the school within its corporate guidelines.

#### RATIONALE:

A school accredited by the National Accreditation Board of Merkos L'Inyonei Chinuch, must be chartered, licensed, or authorized by the local civil authority and/or the state. The governance and leadership must assure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership must act ethically and in accordance with Jewish Halachic principles, to ensure the trust and support of the community it serves. Defining and publicizing the governance's guiding principles and operational processes are a prerequisite to achieving these goals.

## STANDARD 2.1

### THE SCHOOL OPERATIONS ARE GOVERNED UNDER ESTABLISHED CIVIL LAWS AND AUTHORITY

#### 2.1.1 CORPORATE STRUCTURE AND BYLAWS

The corporate entity, that has oversight of the school, has clearly articulated By- Laws that reflect sound/effective governance and the school's mission and philosophy.

## SELF STUDY DOCUMENT

- Provide a copy of the corporation papers and By-Laws of the entity that has oversight of the school.

### RATING:



#### STANDARD MET:

The corporate entity, having oversight of the school, has clearly articulated bylaws that demonstrate sound governance that promotes the school's mission and educational philosophy.



#### STANDARD NOT MET:

The corporate entity, having oversight of the school, does not have clearly articulated bylaws that demonstrate sound governance. Or, that the bylaws do not promote the school's mission and educational philosophy.

## 2.1.2 LEGAL REQUIREMENTS

The Governance and the school meet all pertinent requirements of the civil and legal authority in the jurisdiction, including, where applicable, but not limited to, the Board of Health, Fire and Safety regulations, and any licensing required.

### SELF STUDY DOCUMENT:

- Schools must include a copy of the school's current license and last inspection report of any regulatory such as authority, Board of Health and Fire Department. Schools exempt from licensure must meet or exceed all minimum licensing requirements, regardless of exemption.

### RATING:



#### EXCEPTIONAL COMPLIANCE:

Evidence throughout the visitation demonstrates that the program highly exceeds requirements by civil authorities in the areas stated above.



#### STANDARD MET:

The program meets/ exceeds requirements of civil authorities in the areas stated above, unless there is clear rationale presented for making use of exemption status.



#### STANDARD NOT MET:

The program does not meet the requirements of civil authorities in the areas stated above.

### 2.1.3 RESPONSIBILITY OF THE GOVERNANCE ENTITY

The Governing Body, responsible for the general policies and the financial stability of the school, has an established chain of authority through which the school is governed, and has clearly defined roles and responsibilities for members who receive regular information regarding the governance. Written minutes of governance meetings are maintained on file.

#### SELF STUDY DOCUMENT:

- Include a diagram of the authority structure of the Governance of the school. Provide a list of the Governance members' names, years of service, and the school and length of term of service for a position. Discuss the roles and responsibilities of the Governance and its membership. Discuss who is responsible for the general policies and the financial stability of the school, and by what means it is achieved. Indicate by whom and where records and copies of minutes are kept.

#### RATING:



##### STANDARD MET:

The Self Study contains a diagram of the authority structure of the Governance, which clearly identifies who is responsible for the general policies and the financial stability of the school, and by what means it is achieved. Copies of the Governance minutes from three governance meetings are available on site to the Visiting Team Chair or to his/her designee.



##### STANDARD NOT MET:

The Self-Study does not contain a diagram of the authority structure of the Governance nor is there a complete list of Governance members' names including years of service, and length of term of service for a position; or the self study does not contain information indicating who is responsible for the general policies and the financial stability of the school.

### STANDARD 2.2

#### THE SCHOOL HAS CLEAR ADMISSIONS POLICIES AND PROCEDURES STATED IN WRITING

Admission policies are inclusive and non-discriminatory, and they reflect the diversity of the community. Admission policies should be reviewed by the school's selected Halachic authority to assure they uphold Halachic principles.

## RATIONALE:

A school accredited by the National Accreditation Board of Merkos L'Inyonei Chinuch must be governed according to Halachic requirements and make its programs available to the widest possible population. Thus admission policies should be as inclusive as possible. Where there is disagreement regarding the possibility of admitting a child, the matter should be arbitrated by the school's selected Halachic authority, and the school should agree to respect this judgment.

## SELF STUDY DOCUMENT:

- Include a copy of the school's admission policies and procedures. Discuss the growth in the school, or its decline, over the past few years, and how inclusion has, or has not, been reflective, and the role of the Halachic authority in assuring equitable admissions in light of the school policies.

## RATING:



### STANDARD MET:

Clear admission policies and procedures are stated in writing. These policies and procedures are inclusive and non-discriminatory, and they reflect the diversity of the community. Policies are in keeping with the judgments of the school's selected Halachic authority.



### STANDARD NOT MET:

The Self-Study does not contain clear admission policies and procedures, or contains policies and procedures that are not in keeping with Halachic practice.

## STANDARD 3

### THE SCHOOL HAS IMPLEMENTED SOUND FISCAL AND BUSINESS MANAGEMENT POLICIES AND PROCEDURES



The school business operations are managed in an ethical and organized manner which includes acceptable budgeting and accounting procedures, long range planning, fundraising and tuition policies. The school has periodic financial oversight and public statements which make stakeholders aware of how the school Governance manages its business and resources.

#### RATIONALE:

Sound fiscal processes and procedures promote confidence and trust in the school and its governance; they promote confidence in the school's ability to manage fiscal and material resources in a responsible manner.

#### STANDARD 3.1

### THE SCHOOL HAS ACCEPTABLE FISCAL MANAGEMENT AND ACCOUNTABILITY PROCEDURES FOR WHICH THE GOVERNANCE IS RESPONSIBLE

There are sound and acceptable fiscal management policies and procedures, and the Governance provides financial oversight of the school, reviews the financial position of the school, and ensures its stability. The Governance commissions regular review of the school's financial records, including an annual internal review. General accounting procedures used by the school are validated by a professional outside source.

#### SELF STUDY DOCUMENT:

- Available on site is the last professional financial statement, and verification that general accounting procedures used by the school have been validated by a professional accounting



firm. Describe how the information about the school and financial records are prepared, and from whom the Governance receives this complete information. In addition, discuss how these records and the reporting system are adequate, and how the Governance ensures the stability of the school's financial position.

**RATING:**



**STANDARD MET:**

A financial review report is available on site. The school's financial records and financial reporting system to the Governance are adequate, and the governance ensures the stability of the school's financial position.



**STANDARD NOT MET:**

The Self-Study data does not satisfactorily demonstrate adequacy of the school's financial records and financial reporting system to the governance, nor does it demonstrate that the governance ensures the stability of the school's financial position.

**STANDARD 3.2**

**THE SCHOOL PREPARES AN ANNUAL BUDGET FOR ITS OPERATIONS**

The budget will provide evidence of financial support sufficient to achieve the school's mission. The budget shall be prepared annually by the principal/director with input from the educational board, faculty, and lay leadership as appropriate and approved by the Governance.



**SELF STUDY DOCUMENT:**

- Last year's budget shall be submitted, along with a description of how the budget was set.

**RATING:**



**STANDARD MET:**

The last year's budget is submitted, and procedure for setting the budget reflects appropriate input from faculty and lay leadership.



**STANDARD NOT MET:**

No budget is submitted.

**STANDARD 3.3**

**THE SCHOOL HAS A LONG-RANGE FINANCIAL PLAN**

There shall be evidence of long-range financial and educational planning by the Governance of the school, with input from the principal/director, and other appropriate school personnel.

 **SELF STUDY DOCUMENT:**

- Minutes of at least two meetings within the last two years demonstrating financial/educational planning are submitted.

**RATING:**



**STANDARD MET:**

Minutes of at least two meetings are submitted, demonstrating evidence of long-term financial and educational planning by the governance, with input from the principal/director and other appropriate school personnel.



**STANDARD NOT MET:**

Minutes are not submitted.

**STANDARD 3.4**

**THE SCHOOL HAS COHERENT TUITION AND FEE POLICIES**

Each school will demonstrate sound tuition policies, including tuition and a fee schedule appropriate to its operation and clientele, as well as fair, ethical scholarship and refund policies that are communicated to both the parent body and community at-large.

Disagreements between parents and school that relate to payment of tuition and fee should be mediated, at the initiation of the parents, through a representative of the Halachic authority selected by the school. Administration and parents shall agree to abide by the mediation agreement set in conjunction with the appropriate Halachic authority.

 **SELF STUDY DOCUMENT:**

- School provides a copy of its published tuition and fee schedules, and a description of the process by which scholarship, grants, tuition reductions and tuition refunds are awarded, as well as provision for mediation, with input from a Halachic authority chosen by the school, in the event of disagreement.

RATING:



STANDARD MET:

School provides published tuition and fee schedules, as well as the process through which scholarships, grants, tuition reductions, and tuition refunds are rewarded. It includes provisions for a mediation process with a Halachic authority's input in the case of disagreement regarding tuition payment.



STANDARD NOT MET:

No tuition and fee schedule is submitted, nor any description of tuition policies.

STANDARD 3.5

THE SCHOOL MAINTAINS APPROPRIATE INSURANCE POLICIES

The school ensures the stability of its program in the case of litigation; the Governance maintains adequate liability and accident insurance including insurance on any vehicle that transports children.

 SELF STUDY DOCUMENT:

- School includes a copy of each proof of insurance that the Governance maintains.

RATING:



STANDARD MET:

Governance maintains adequate liability and accident insurance as described in the standard.



STANDARD NOT MET:

The Governance does not maintain adequate liability and accident insurance as described in the standard.

STANDARD 3.6

THE SCHOOL HAS IN PLACE A STRUCTURED SALARY AND BENEFIT PLAN

The Governing entity approves wages and benefits. Wages, benefits, recruitment procedures, and staff retention are reviewed at least annually by the Governance. Policies reflect an effort to compensate and retain quality staff by including benefits such as health coverage, sick leave, vacation leave, professional development, Social Security, and an opportunity to participate in a tax-sheltered annuity or other type of retirement plan.

 SELF STUDY DOCUMENT:

- Report the percentage of the annual budget that is reflected by wages and benefits for the staff.

Define how wages are set and approved, what benefits are available and to whom, and how often the Governance reviews wages, benefits, recruitment procedures, and staff retention.

**RATING:**



**STANDARD MET:**

Governance approves wages and benefits that compensate staff as described in the standard, and the Governance reviews wages, benefits, recruitment procedures, and staff retention yearly.



**STANDARD NOT MET:**

Governance does not approve wages and benefits that compensate staff as described in the standard, and/or the Governance does not review wages, benefits, recruitment procedures and staff retention at least yearly.

**STANDARD 3.7**

**THE SCHOOL HAS IN PLACE A PLAN FOR RESOURCE DEVELOPMENT**

Schools will document all fund-raising and resource development activities, demonstrating that all such activities are conducted in a legal, ethical, and professional manner.



**SELF STUDY DOCUMENT:**

- The school will provide examples of promotional fundraising literature, newsletters, alumni activities, and the like, and describe the fundraising activities/resource development activities implemented in the past two years, and their relative effectiveness, upon the institution.

**RATING:**



**STANDARD MET:**

School provides examples of fundraising literature and a statement describing the procedure and relative effectiveness of fund-raising activities implemented in the past two years.



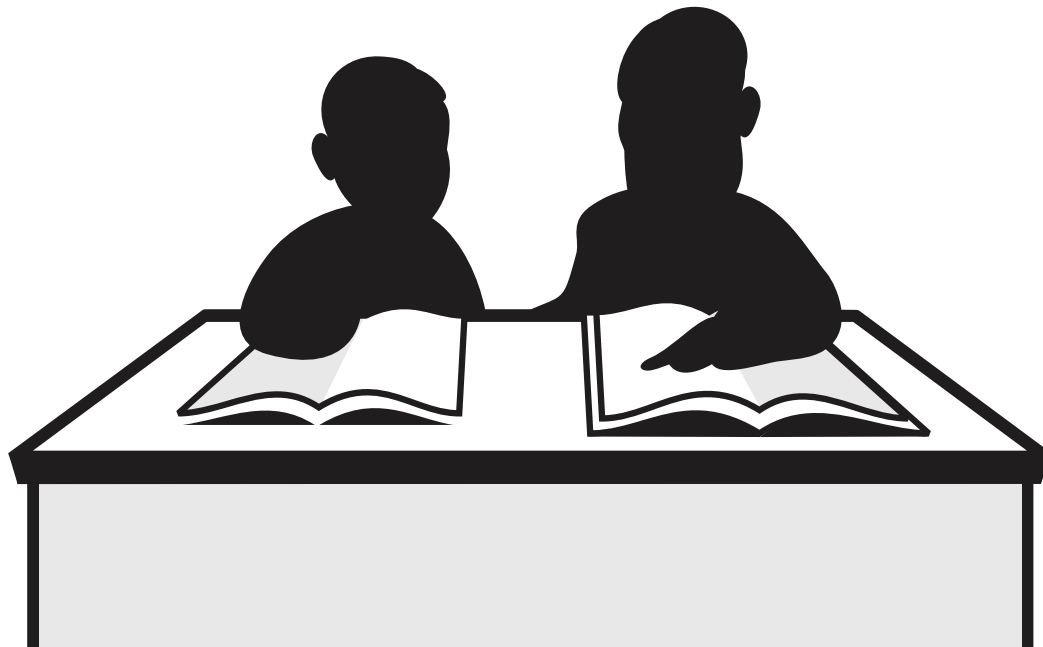
**STANDARD NOT MET:**

School provides neither examples of fund-raising literature nor a written description of fund-raising activities.

# SECTION 3

## STANDARDS 4-7

- PERSONNEL AND STUDENT ADMINISTRATION



## STANDARD 4

### THE SCHOOL LEADERSHIP AND INSTRUCTIONAL PERSONNEL ARE WELL QUALIFIED FOR THEIR POSITIONS



Administrative, instructional and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities which advance its philosophy/mission.

#### RATIONALE:

Research suggests that the single individual most responsible for the success of education within a school is the School Head/Principal. Quality teachers are the most important factor affecting student achievement. It is expected that the leadership and faculty in schools accredited by NABMLC are reflective of those realities and that, furthermore, there is an ongoing effort on behalf of the leadership and faculty to improve their skills.

Additionally, it is critical that all staff members conduct themselves in a manner that is consistent with the underlying religious philosophy and the mission of the school.

## STANDARD 4.1

### THE SCHOOL HEAD/PRINCIPAL IS QUALIFIED FOR THE POSITION

Qualifications: The educational leadership of a school accredited by Merkos NAB should represent multiple skill sets, which ideally include:

- Theoretical understanding of the principles of human development.
- Broad understanding of the educational theory coupled with practical classroom experience at various levels.
- Knowledge of school curriculum, both Judaic and general.
- Administrative and management experience.
- Thorough religious education and personal commitment to ensure the educational programs are reflective of the values of the school.

*In many communities, especially those with smaller Jewish populations, it may be difficult to find a single individual that possesses all these qualifications. The common alternative is to create a leadership team which collectively represents these qualities and skills.*

The School Head/Principal has the aforementioned qualifications and professional preparation and experience as evidenced by having earned (at a minimum) a baccalaureate degree and have obtained, or be in the process of obtaining, a graduate degree in education or its equivalent.

Alternatively the School Head/Principal may hold either a Rabbinic degree or a Jewish Teacher's Seminary Degree, and have earned a Merkos International Teacher's/Principal's License, and in addition, have earned a Masters Degree or be enrolled in a Masters Degree program.

 **SELF STUDY DOCUMENT:**

- Include a complete job description for each member of the school administration.
- Include a copy of the resume, licenses, and certificates of the School Head/Principal and of any other qualified administrative staff who perform educational leadership duties.

**RATING:**



**EXCEPTIONAL COMPLIANCE:**

The School Head/Principal has a post-baccalaureate degree in education or its religious equivalent from an accredited institution and is experienced as an educator with classroom experience and administrative training.



**STANDARD MET:**

The School Head has a minimum of a Bachelor's Degree as described above, holds an International Merkos Teacher's /Principal's License (or equivalent) and is working toward a graduate degree in education.

**STANDARD 4.2**

**FACULTY AND INSTRUCTIONAL STAFF ARE QUALIFIED FOR THEIR POSITIONS**

**Qualifications:** Qualifications of all instructional and support staff meet or exceed the requirements of civil authorities. At a minimum, all Judaic studies teachers must hold a Merkos Teachers License, or its equivalent. All general studies teachers have earned, at a minimum, a Baccalaureate Degree in education. There is a clear job description for all faculty members.

 **SELF STUDY DOCUMENT:**

- Include a completed copy of the Faculty CV Forms found in the appendix (pg. 122) (for each teacher.)

RATING:



STANDARD MET:

The Faculty CV Forms demonstrates that the qualifications of all staff meet or exceed the requirements of civil authorities, and of the requirements for a Merkos Teachers License. All general studies teachers have earned, at a minimum, a Baccalaureate degree in education.



STANDARD NOT MET:

The Faculty CV Forms demonstrate that the qualifications of all staff fail to meet the requirements of civil authorities and/or of the requirements for a Merkos Teachers License, or they have not been included in the Self-Study.

STANDARD 4.3

NON-TEACHING STAFF MEMBERS ARE QUALIFIED FOR THEIR POSITIONS

Qualifications of none teaching and support staff meet or exceed the requirements of civil authorities and are adequately trained to do their assigned job.



SELF STUDY DOCUMENT:

- Include a completed copy of the Faculty CV Form for non teaching staff members (see appendix).
- There is a clear and up-to-date form of written job descriptions included for all faculty members.

RATING:



EXCEPTIONAL COMPLIANCE:

A completed Faculty CV and job description form exists, that demonstrates that all staff members have been trained professionally to perform their assigned job.



STANDARD MET:

A completed Faculty CV and job description form which demonstrate that all staff members have been trained by the administration to do their assigned job.



STANDARD NOT MET:

A completed Faculty CV and pertinent job descriptions demonstrate that not all staff members have been adequately trained to do their assigned job.



## STANDARD 5

### THE SCHOOL HAS PUBLISHED CLEAR STAFF HIRING PRACTICES AND POLICIES



#### STANDARD 5.1

##### THE SCHOOL HAS NON-DISCRIMINATION POLICY

The school has a published nondiscrimination policy relating its hiring practices regarding “race, color, and/or ethnicity”.

##### SELF STUDY DOCUMENT:

- Includes a copy of the school’s non-discrimination policy and a copy of an actual position advertised in any form; the wording of which includes the school’s non-discriminatory policy.

##### RATING:



##### STANDARD MET:

A copy of the school’s non-discrimination policy and of an actual position advertised in any form, the wording of which includes the school’s non-discriminatory policy.



##### STANDARD NOT MET:

The school shows insufficient evidence of a non-discrimination policy.

#### STANDARD 5.2

##### THE SCHOOLS DOES BACKGROUND SCREENING ON EMPLOYEES

The school’s hiring procedures include background screening and fingerprinting to obtain a

history regarding abuse or any criminal convictions for all employees and for others who have direct contact with the children.

#### ON-SITE OBSERVATION:

- Personnel files will be reviewed by the Visiting Team Chair or his/her designee in order to confirm background screening and fingerprinting.

#### RATING:



##### STANDARD MET:

Civil authorities have cleared all staff to work with children after consideration of the staff's background screening and fingerprinting used to check for a history regarding abuse or any criminal convictions.



##### STANDARD NOT MET:

Insufficient evidence of staff screening and fingerprinting is available.

### STANDARD 5.3

#### JOB DESCRIPTIONS AND OTHER STAFF POLICIES

Clear and up-to-date written personnel policies have been developed for all staff members. These policies include, but are not limited to: job descriptions; wages and benefits; resignation, termination, and grievance procedures.



#### SELF STUDY DOCUMENT:

- Include a copy of the school's Handbook for both instructional and non-instructional staff.

#### RATING:



##### STANDARD MET:

Clear and up-to-date written personnel policies, including job descriptions exists for each position; clear information pertaining to wages and benefits, resignation, termination, and grievance procedures are included in the Self- Study.



##### STANDARD NOT MET:

Clear and up-to-date written personnel policies, including job descriptions, exists for each position; information pertaining to wages and benefits, and the resignation, termination, and grievance procedures are not included in the Self- Study.

**STANDARD 5.4**  
**THE SCHOOL HAS AN EMPLOYEE HANDBOOK WHICH OUTLINES SCHOOL PRACTICES**

All staff members receive a copy of the Employee Handbook. The staff is instructed, at least annually, on the program's of employee policies.

 **SELF STUDY DOCUMENT:**

- Submit a copy of the Staff Employee Handbook.

**RATING:**



**STANDARD MET:**

All staff members receive a copy of an Employee Handbook and have indicated receipt of same, and the administration reviews these policies with the staff on a regular basis.



**STANDARD NOT MET:**

There is insufficient documentation that all staff receive a copy of an employee handbook, or that the administration reviews policies with the staff on a regular basis.

**STANDARD 5.5**  
**THE SCHOOLS ASSURES THAT STAFF SUBSTITUTES REPLACE STAFF WHEN NECESSARY**

The school head/principal assures that qualified substitutes take the place of regular teachers when necessary. The school maintains a current list of qualified substitutes who may be called upon.

 **SELF STUDY DOCUMENT:**

- Describe how the school head/principal assures that qualified substitutes are available to maintain the integrity of the academic program.

**RATING:**



**STANDARD MET:**

A current and sufficient list of qualified substitutes is included in the self study, and evidence is clear that the integrity of the program is maintained during teacher absences.



**STANDARD NOT MET:**

A plan to obtain substitutes is not in place, and a list of qualified substitutes is not available.

## STANDARD 5.6 THE SCHOOLS CULTIVATES GOOD COMMUNICATIONS AND RELATIONSHIPS

The school head/principal builds strong relationships and maintains good communication between the staff and administration, and encourages team collaboration and spirit among the staff.

### SELF STUDY DOCUMENT:

- Explain how relationships and communication are encouraged throughout the staff. Provide a schedule of staff meetings for the past twelve months.

### RATING:



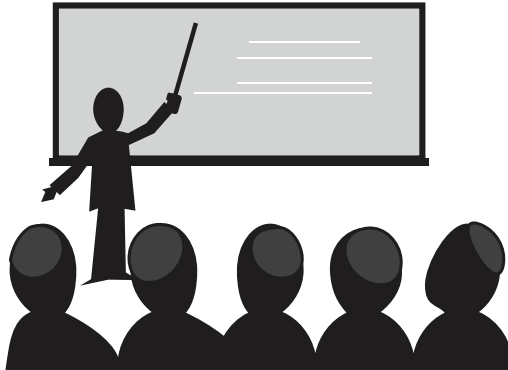
**STANDARD MET:**  
Staff meetings take place a minimum of once a month, and they include relationship building and communication opportunities.



**STANDARD NOT MET:**  
Staff meetings are not provided a minimum of once per month, and/or the staff meetings do not include relationship building and communication opportunities.

## STANDARD 6

### THE SCHOOL UPGRADES THE PROFESSIONALISM OF THE FACULTY THROUGH REGULAR EVALUATIONS AND IN-SERVICES



#### RATIONALE:

Research suggests that in a competent educational system, all staff members believe that what they collectively do is challenging, possible and worthy of the attempt. Additionally, there is a direct correlation between the success of students and the competence of the faculty. Continuous staff development is key to maintaining and improving the competence of the faculty. For staff development to be effective, it must be an integral part of a deliberately developed continuous improvement effort.

A school can address its staff development needs only after it has thoroughly evaluated how they are presently functioning. Once that is accomplished, the present, it can then address the future. Additionally, evaluating the present functioning is a cooperative effort which includes the faculty as a self-evaluating component. Together, administration and faculty can strategically plan a continuous improvement program which is practical, meaningful, and leads to success.

#### STANDARD 6.1

##### THE SCHOOL FORMALLY EVALUATES ALL EMPLOYEES

The School Head/Principal ensures that for each faculty and staff member there is an annual written evaluation that contributes to the staff member's professional development, and is kept in the staff member's file.

 **SELF STUDY DOCUMENT:**

- Include a copy of the regular evaluation forms used for faculty and staff members. Explain how the evaluation process contributes to professional development of staff. The Visiting Team will examine whether the evaluations are kept in staff members' files or not.

**RATING:**



**STANDARD MET:**

Regular written staff evaluations that contribute to staff professional development are performed and are kept in staff members' files.



**STANDARD NOT MET:**

Evaluations are not performed on a regular basis.

**STANDARD 6.2**

**THE SCHOOL FORMALLY EVALUATES ITS PROGRAMS**

The School Head/Principal meets with the staff regularly to evaluate the school's programs, and to discuss areas of strengths, as well as areas needing improvement. The areas needing improvement are addressed after the meetings through a specific School Program Improvement Plan.

 **SELF STUDY DOCUMENT:**

- Explain and show evidence of how an annual evaluation of the program is provided, and how input from faculty and staff regarding areas of strengths as well as areas needing improvement, are addressed.

**RATING:**



**STANDARD MET:**

An annual evaluation is provided, and there is evidence that appropriate staff input is incorporated into the program.



**STANDARD NOT MET:**

Annual program evaluations do not take place.

### STANDARD 6.3

#### THE SCHOOL MAINTAINS PROFESSIONAL PERSONNEL FILES

The School Head/Principal maintains a confidential personnel file on each employee. The file should contain, but not be limited to, the following (where applicable) and/or contain information that civil authorities require:

- Resume
- Application
- Copies of college or university transcripts
- Background screening and results
- Fingerprints/clearance
- Annual staff evaluations
- Documentation of any grievances
- Evidence of in-service training
- Copy of contract/work agreement
- I-9 form
- Health screening data (if required)
- License from State Board of Ed., Jewish Learning Agency
- Evidence of child-safety training
- Observation reports (minimum 2 per school year- Dated and Signed).
- A signed Copy of receipt of the School's Personnel Handbook.
- Signed Child Safety Policy

#### ON-SITE OBSERVATION:

- The Visiting Team Chair or his/her designee will review staff members' files for compliance in documenting the above items.

#### RATING:



**STANDARD MET:**  
Staff members' files are complete.



**STANDARD NOT MET:**  
Staff members' files are incomplete.

## STANDARD 6.4

### THE SCHOOL MAINTAINS A PROFESSIONAL VOLUNTEERS POLICY

Volunteers are to be alone with children only if they undergo an orientation program, background screening, fingerprinting, and training. They work under the supervision of qualified staff.

#### SELF STUDY DOCUMENT:

- Submit an outline of volunteer files, orientation, and training for compliance.

#### RATING:



##### STANDARD MET:

Orientation and training is provided to volunteers, their background screening and fingerprinting have resulted in clearance, and they are supervised by qualified staff.



##### STANDARD NOT MET:

One or more of the following are true: Orientation and training is not provided to volunteers, their background screening and fingerprinting have not resulted in clearance, and they are not supervised by qualified staff.

## STANDARD 6.5

### THE SCHOOL PROVIDES CONTINUING IN-SERVICE PROGRAMS

All members of the faculty participate annually in a minimum of ten documented clock hours of continuing education and/or professional development.

#### SELF STUDY DOCUMENT:

- Submit evidence of continuing education opportunities for staff.

#### RATING:



##### STANDARD MET:

All members of the faculty annually participate in a minimum of ten clock hours of professional continuing education.

##### STANDARD SUBSTANTIALLY MET:

Most of the faculty annually participates in a minimum of ten clock hours of continuing education.



##### STANDARD NOT MET:

Most of the faculty does not participate in a minimum of ten clock hours of annual continuing education.



## STANDARD 7

THE SCHOOL MAINTAINS STUDENT POLICIES AND PROCEDURES THAT PROMOTE AND RECORD THE SAFETY, WELL-BEING AND ACADEMIC PROGRESS OF STUDENTS



### RATIONALE:

The safety, physical and emotional well-being of a child is the first, frequently taken for granted, concern of a parent. The parent expects the school to create a wholesome environment which is conducive to learning, and promotes the development of healthy habits and proper social behavior. This is not an automatic process; it is rather accomplished through the creation of good policies and careful design. The issues which follow all, contribute to the creation of a school environment in which a student is able to maximize his potential.

## STANDARD 7.1

THE SCHOOL MAINTAINS STRICT TEACHER-STUDENT RATIOS

The school maintains a faculty-student ratio which promotes manageable limits on teacher -student ratios. The following are recommended by the National Health and Safety Performance Standards in Caring for Our Children (American Academy of Pediatrics): These figures presume that the classroom size is large enough (based on local Board of Health regulations) to accommodate the group comfortably.

| GRADE LEVEL  | TEACHER STUDENT RATIO | MAXIMUM CLASS SIZE           |
|--------------|-----------------------|------------------------------|
| Grades 1 - 3 | 1:25                  | 30 with an aide present      |
| Grades 4 - 8 | 1:28                  | 35 with a teaching assistant |
| Grades 9 -12 | 1:30                  | 35 with a teaching assistant |

 **SELF STUDY DOCUMENT:**

- Include a completed copy of the Teacher-Student Ratio Form found in the Appendix.

**RATING:**



**STANDARD MET:**

The school maintains the teacher-student ratios in compliance with the above recommendations and/or the requirements of civil authorities, whichever is smaller.



**STANDARD NOT MET:**

Ratios and class sizes are not in compliance with the above recommendations or requirements of civil authorities.

**STANDARD 7.2**

**THE SCHOOL MAINTAINS ADEQUATE STUDENT SUPERVISION**

The school maintains supervision of students at all times and only staff is allowed to be alone with children in supervisory capacities.

 **SELF STUDY DOCUMENT:**

- Describe methods used by staff to ensure children are accounted for at all times, such as during recess periods, mealtimes, during transitions to outside the classroom, and during field trips (which include trips to the restroom.)

**RATING:**



**STANDARD MET:**

A process is in place and is implemented to ensure children are accounted for at all times.



**STANDARD NOT MET:**

A process is not in place or is not implemented to ensure children are accounted for at all times.

### STANDARD 7.3

#### THE SCHOOL HAS IMPLEMENTED ADEQUATE STUDENT SAFETY POLICIES

The school has implemented policies that are sufficient and appropriate measures to insure the safety and security of its students, including: sudden illness, emergency situations, student release, and response to suspected or actual child abuse situations.

#### SELF STUDY DOCUMENT:

- Include copy of safety and security policies, (policies related to suspected child abuse, and proof that staff is trained, and that parents/guardians are informed of the policies.)

#### RATING:



##### STANDARD MET:

A copy of the safety and security policies, training procedures, and information given to parents/guardians is included in the Self Study.



##### STANDARD NOT MET:

There is no school policy regarding safety / security and/or training procedures, and/or there is no information which is made available to parents/guardians, included in the Self Study.

### STANDARD 7.4

#### THE SCHOOL MAINTAINS ADEQUATE DISCIPLINARY POLICIES

The school maintains adequate discipline policies and procedures to provide a positive and healthy learning environment.

#### SELF STUDY DOCUMENT:

- Include a copy of the program's discipline policies and explain how staff is trained and parents/guardians are informed of the policies.

#### RATING:



##### STANDARD MET:

A copy of the above-described discipline policies, training procedures, and information given to parents/guardians is included in the Self Study.



##### STANDARD NOT MET:

There are insufficient discipline policies and/or training procedures, and/or there is no information which is made available to parents/guardians, included in the Self Study

## STANDARD 7.5

### THE SCHOOL MAINTAINS ADEQUATE STUDENT RECORDS

The school maintains adequate current, complete, and confidential personal and academic records for each child, that are available to authorized personnel. The school also maintains attendance records adequately to meet legal/civic requirements.

Student Files should include (but not be limited to):

#### **Personal information:**

- Name, DOB, Address etc.
- Parents Information (custodial information where applicable)
- Emergency Contact Information

#### **Health records:**

- Medical Form
- Immunization Chart (indicating compliance)
- Health screening (where required)
- Allergies (Medication dosage where applicable)
- Insurance Information

#### **School Enrolment and Attendance Information:**

- Application Form
- Entrance Tests
- Attendance records

#### **Academic Record:**

- Previous School Records
- Academic School reports (report cards)
- Annual Assessments, i.e.: Standardized and other testing
- Special Testing and IEP where applicable

### ON-SITE OBSERVATION:

- The Visiting Team will review students' records and policies regarding who can see these records. The team also examines attendance records.

## RATING:



### STANDARD MET:

Current, complete, confidential student records are filed and available only to designated staff. Attendance records are adequate to meet legal/civic requirements.



### STANDARD NOT MET:

Student files do not include complete personal and/or academic records or are kept where access is unlimited and uncontrolled. There are inadequate attendance records.

## STANDARD 7.6

### THE SCHOOL MAINTAINS AN APPROPRIATE ANNUAL ACADEMIC CALENDAR

#### RATIONALE:

Regular school attendance is a prerequisite to success. In this country it is commonly expected that schools be in session 180 days a year. From a traditional Jewish perspective, as elaborated in religious writings going back two millennia, Torah study for children should not be so limited. In fact, children should study whenever possible. Thus, while legal/civic legislation mandates a prescribed minimum of days, a Jewish Day School should, where practical, increase the frequency of school days for Judaic studies; Torah study need not be limited to normative academic school days.

The school has implemented and published an academic calendar and supporting attendance policies that are sufficient to the operation of a quality instructional program, and which meet civic legal requirements. The school calendar has no fewer than 180 school days or the minimum number required by the State in an academic year.

Where the community served by the school finds it acceptable, the calendar should include as many of the following academic activities as applicable:

- A. After school programs
- B. Weekend programs
- C. Mishmor study hours
- D. Bais Midrash independent study hours

 **SELF STUDY DOCUMENT:**

- Include a copy of the school calendar and all other school schedules which show the scope of the school's programs.

**RATING:**



**EXCEPTIONAL COMPLIANCE:**

The school calendar has no fewer than 180 school days or the minimum number required by the State in an academic year and has implemented after school programs and/or a weekend program. Where applicable the school also has a Mishmor study and /or a Bais Midrash study program.



**STANDARD MET:**

The school calendar has no fewer than 180 school days or the minimum number required by the State in an academic year, however the school does not sponsor extracurricular and supplementary programs.



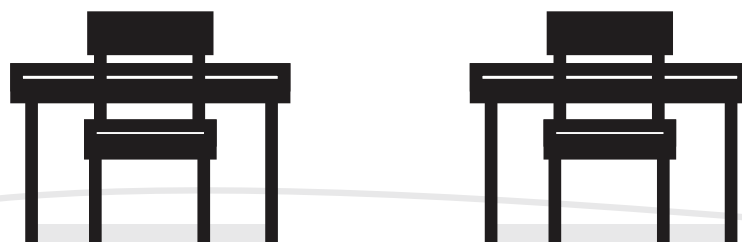
**STANDARD NOT MET:**

The school calendar has fewer than 180 school days or the minimum number required by the State in an academic year.

# SECTION 4

## STANDARDS 8-11

- DESIGN FOR LEARNING



## DESIGN FOR LEARNING

Meaningful curricula and challenging classroom instruction are the hallmark of a good school. This is true of all schools, but it is doubly challenging for Yeshiva Day schools which have a dual curriculum, and need to achieve excellence in both their Judaic and General Studies. A challenging curriculum taught by qualified instructors is prerequisite to insuring that the school is able to live up to its mission and purpose.

### RATIONALE:

Yeshiva Day schools expect students to become proficient in the core academic subjects, which are typical of any American school, while at the same time assume a heavy load of Judaic subjects. In all Yeshiva Day schools, students are expected to be literate in both the Hebrew and English languages and spend long hours of study.

All Yeshiva Day school students will study the Torah (Pentateuch), the Prophets, the Mishna, and Talmud in addition to Jewish law, history, and values. What is fundamentally different in Jewish schools is that in Judaism the very process of Torah study is a basic lifelong requirement. To develop a love for learning by learning the skills to be able to do so efficiently, are essential to living a full Jewish life. The ability to help a child achieve this goal is what a Yeshiva Day school obligates itself to do.

While these are the overreaching goals and objectives of all Yeshiva Day schools, there is a wide variety of approaches to Yeshiva Day school curricula. Each school needs to develop the details and nuances of its approach, independently.

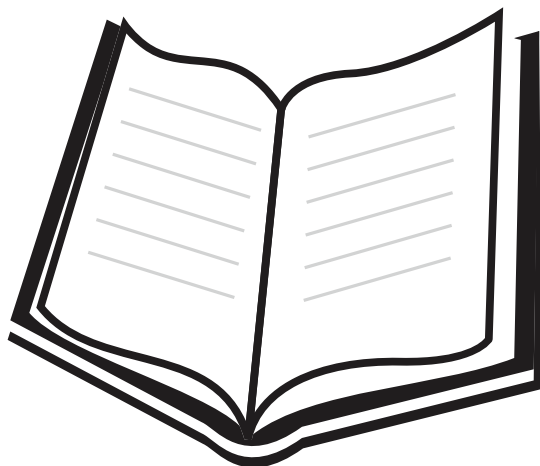
General Studies requirements vary from state to state and it is expected that a school entering into an accreditation protocol meets all civic and regulatory mandates.

The guidelines which are presented in this document are broad and flexible enough so as to enable each school to express its individuality while it meets these expectations.



## STANDARD 8

### THE SCHOOL CURRICULUM IS CAREFULLY PLANNED AND WELL-EXECUTED:



The educational program consists of a carefully planned and well-executed curriculum that includes appropriate academic standards, appropriate skills development, and encourages a love of learning. The curriculum is based upon solid pedagogy, grounded in accepted research and best-practices, and is designed with maximum input from faculty and other stakeholders. The curriculum guides in use reflect current educational thinking and promote effective use of available equipment, educational materials and technology. The educational program is aligned with the school's mission and philosophy objectives and properly addresses the needs of all students.

#### STANDARD 8.1

An Elementary School educational program should reflect:

- A process of continuous development of spiritual values through teaching of Torah and Jewish tradition.
- Knowledge and understanding of the student population it serves and sensitivity to the students' needs and the culture they represent.
- Sound principles of human growth and development, cognition and learning.
- Continuous, cooperative, updated curriculum development based upon reliable up-to-date research.
- Appropriate, practical scope and sequence in learning experiences.
- Experiences that promote students' critical thinking, problem solving, and study skills.
- Instruction in the effective use of technology information which includes opportunities for application;
- Flexibility learning expectations based on individual differences, abilities, backgrounds, needs, interests, patterns and pace of learning.

- Opportunities for varied learning setting (e.g. large and small groups, learning partners.)
- Integrated experiences in all areas of personal and social development including: basic social skills, health, physical education, safety, and aesthetics.
- Jewish values of social justice, compassion and "Ahavas Yisroel" (Love of Israel,) "Ahavas Hashem" ( Love of G-d.)
- Administrative and supervisory practices and procedures consistent with the above.

## STANDARD 8.2

The academic program in schools with Special Education students will provide:

- Individualized evaluation and placement of special needs students in accordance with their particular needs.
- Individualized educational and social programs to meet the particular needs of the students.

## STANDARD 8.3

A Secondary School / Mesivta curriculum should provide (in addition to applicable elementary school's standards):

- Academic guidance and experiences that develop higher thinking skills in all Judaic subjects, and opportunities to study independently.
- Individualized academic programs to meet the needs of the whole range of students enrolled.
- Development of religious and academic skills so as to facilitate the higher education of its students.
- Development of attitudes and mind -set of life-long learning which will facilitate the future personal success of its student body.



### SELF STUDY DOCUMENT:

- Include a copy of the school's curriculum "Scope and Sequence" for both the Judaic and General Studies. In addition, the school should provide a syllabus of subjects taught, so that a visiting team can have an overview of the educational programs the school provides.
- Describe the development of the "Scope and Sequence" and what criteria were used in its adaption. Show that there was due consideration given to the all issues numerated above.
- Describe the familiarity of instructional staff with the school's written goals and objectives, and how the school fosters continuous development of curricula.

- Describe what processes are taken to inculcate Jewish values, and how successful they are.
- Describe the varied settings and opportunities for student learning, and how they foster the cognitive and social skills mentioned above.
- Show where and how the curriculum accommodates personalized learning needs, and allows for individual differences.
- Describe how technology is used to facilitate learning.
- Describe the academic guidance programs the school offers

**RATING:**



**EXCEPTIONAL COMPLIANCE:**

The school has developed curricula for both the Judaic and General Studies which are based upon sound research with the involvement of the faculty and the school community. There is a clear “Scope and Sequence” which leaves room for creativity and fosters higher order thinking. Faculty members are trained in the implementation and individualization of the curriculum.



**STANDARD MET:**

The Self-Study contains a complete “Scope and Sequence” guide with credible research citations. The curriculum allows for individual differences and fosters higher thinking skills. Faculty members are trained to implement the curriculum.

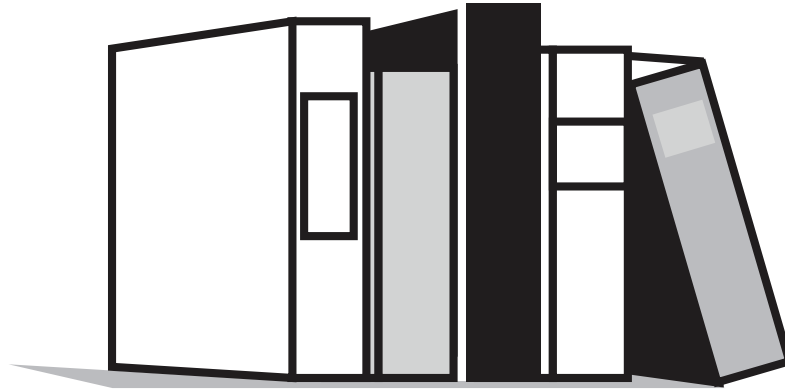


**STANDARD NOT MET:**

A “Scope and Sequence,” as described in the Standard, has not been adequately developed to meet the broad needs of the students the school serves, or is not available for review.

## STANDARD 9

### THE SCHOOL HAS DEVELOPED A MEANINGFUL LEARNING PHILOSOPHY AND EMPLOYS APPROPRIATE EDUCATIONAL PRACTICES



The Learning philosophy and atmosphere at the school encourage the development of the whole student, his intellectual, physical, and emotional attributes. The school facilitates the religious and moral growth of students and provides opportunities for their psychological and social development, all within the context of Jewish values. The school facilitates the needs of multiple intelligences, learning styles and preferences, and provides academic, religious, social and psychological guidance and counseling to students to maximize every student's potential.

#### STANDARD 9.1

Practices within an Elementary School should include:

- Provisions for both horizontal and vertical articulation and coordination of the educational program.
- The educational program provides activities and experiences that develop cognitive, psychomotor and affective skills.
- Appropriate provisions for individualized learning and development of independence in the learner.
- Involvement of students for setting reasonable goals and achieving them.
- Sensitivity to the mental health needs of students.
- Provision for response to the needs of learning disabled, gifted, emotionally or physically challenged, or special students.

- Continuous effort to provide students with positive role models.
- Teacher/professional staff development.
- Processes to develop values and build character.

## RATING:



### EXCEPTIONAL COMPLIANCE:

The school's curricula for both the Judaic and General Studies have detailed provisions to meet the educational needs of all students including learning disabled, gifted, emotionally/ physically challenged, or special students. There is evidence of ongoing professional development and faculty members are apparently appropriate role models for the students.



### STANDARD MET:

The school's curricula for both the Judaic and General studies have detailed provisions to meet the educational needs of the vast majority of students including learning disabled, gifted, emotionally or physically challenged, or special students.



### STANDARD NOT MET:

The school's curricula for both the Judaic and General Studies do not have detailed adequate provisions to meet the educational needs of many students.

## STANDARD 9.2

Practices within a Secondary School / Mesivta should include (in addition to applicable Elementary Schools Standards):

- The educational program provides learning activities and experiences that facilitate student's personal decision making regarding religious, ethical and moral values and attitudes.
- The faculty and administration provides support and guidance to facilitate decision making regarding students' continuing-education.

## RATING:



### EXCEPTIONAL COMPLIANCE:

The school's curricula for both the Judaic and General Studies have detailed provisions to meet the educational needs of all students including learning disabled, gifted, emotionally/physically challenged, or special students. There is evidence of ongoing professional development and faculty members are apparently appropriate role models for the students.



### STANDARD MET:

There is ample evidence that the educational program provides a variety of learning activities and experiences which facilitate student's personal decision making regarding religious, ethical and moral values and attitudes.



### STANDARD NOT MET:

There is insufficient evidence that the educational program provides adequate learning activities and experiences to facilitate student's personal decision making regarding religious, ethical and moral values and attitudes.

## STANDARD 10

THE AREAS OF LEARNING WITHIN THE SCHOOL REPRESENT NORMATIVE YESHIVA DAY SCHOOL STANDARDS AND IT MAINTAINS AN IN-SERVICE TRAINING PROGRAM TO ASSURE THE QUALITY OF INSTRUCTIONAL STAFF:



### RATIONALE:

Yeshiva Day schools are expected to offer a dual academic program. Their very existence is predicated on the proposition that all Jewish children should have a thorough Jewish education within an environment conducive to the study of the Torah. Simultaneously, they expect students to meet the normative academic expectation of secular schools.

Typically, the school day is longer in a Yeshiva Day School and the demands of students are more intense than those of their secular counterparts. The school administration must coordinate two parallel programs, each with their own and sometimes competing demands. A Yeshiva Day School must employ two distinct faculties, each with their appropriate expertise, and yet, they must work cooperatively to help students grow and maximize their potential.

The standards which are presented here are what is expected of a typical Yeshiva Day school worthy of recognition as offering a credible dual academic program. While this may be a tall order, it has a proven record of success.

### STANDARD 10.1

AREAS OF LEARNING IN AN ELEMENTARY SCHOOL SHOULD INCLUDE:

Elementary School programs should offer a curriculum that contains the basic components of elementary literacy.

10.1A The Judaic Studies program should offer a curriculum that provides learning experiences, and facilitates the development of proficiency in:

- Hebrew Language; reading and comprehension, language structure and grammar, written and oral expression.
- The Torah: The Chumash (Five Books of Moses,) in addition to the early and later prophets.
- Halacha-Jewish law; including Jewish ethical and moral principles and their derivatives.
- Jewish history; an understanding of the millennia of Jewish experience within the context of the world and humanity at large.

RATING:



**EXCEPTIONAL COMPLIANCE:**

The school has issued a detailed curriculum for Judaic studies which includes, but is not limited to, all the subject areas outlined, and includes a skills development component. The curriculum is rigorous and challenging but within the reach of the school's student population. There are provisions for individual needs throughout.



**STANDARD MET:**

The school has issued a detailed curriculum for Judaic studies which includes the subject areas outlined, but there is no clearly defined skills development component. The curriculum is challenging but within the reach of the school's student population. There are provisions for individual needs.



**STANDARD NOT MET:**

The school has not issued a detailed curriculum for Judaic studies that includes all the subject areas outlined and/or the curriculum is not appropriate for the school's student population, and/or there are no provisions for individual needs.

10.1B The General Academic Studies program should offer a curriculum which provides learning experiences that facilitate the development of proficiency in:

- The English language arts, reading and comprehension, written and oral expression, and language structure.



- Mathematics; including the four basic operations, fractions and decimals ,and Pre-algebra and geometry.
- History and Social Sciences.
- The Sciences and Technology (including computer science.)
- Health and Safety (including substance abuse prevention,) and physical education.
- A foreign language (and English as a second language where applicable.)
- Appreciation of fine arts and music.

**RATING:**



**EXCEPTIONAL COMPLIANCE:**

The school has issued a detailed General Studies curriculum which includes, but is not limited to, all the subject areas outlined, and includes a skills development component. The curriculum is rigorous and challenging but within the reach of the school's student population. There are provisions for individual needs throughout.



**STANDARD MET:**

The school poses a detailed curriculum for General Studies which includes all the subject areas outlined. The curriculum is challenging but within the reach of the school's student population. There are provisions for individual needs.



**STANDARD NOT MET:**

The school has not issued a detailed curriculum for General studies to includes all the subject areas outlined, or the curriculum is not challenging for the school's student population, and/ or there are no provisions for individual needs.

**STANDARD 10.2**

**AREAS OF LEARNING IN A SECONDARY SCHOOL SHOULD REFLECT THE IDENTITY AND THE STUDENT POPULATION OF THE SCHOOL**

The Judaic program in a Talmudic Secondary School will differ from that of a non-Talmudic school and each should provide appropriate learning experiences.

10.2A The Judaic Studies program in a Mesivta (Talmudic school) should offer a curriculum which provides learning experiences and facilitates the development of proficiency in, but not limited to, the following:

- The Torah: The Chumash (Five Books of Moses,) and the Early and Latter Expositors (Rishonim and Acharonim,) as well as the Prophets (Neviim.)
- A regular rotation of Talmudic Tractates complemented by in-depth study of early and Latter expositors.
- Hebrew language and literature.
- Jewish law including study of the Halachic Codes, and contemporary application of Halachic Law.
- Jewish history and the contemporary Jewish community.

10.2B The Judaic Studies program in a non-Talmudic School, including all-girl schools, should offer a curriculum which provides learning experiences and facilitates the development of proficiency in;

- The study of the Pentateuch (Chumash,) the Early and Latter Prophets and Hagiography (Kesuvim,) with early and contemporary commentaries including a thorough examination of its ethical and moral teachings.
- Hebrew literature, using traditional as well as contemporary sources.
- Jewish History, with complementary world background.
- Jewish Law and its practical applications.
- Liturgy and prayer.

## RATING:



### EXCEPTIONAL COMPLIANCE:

The school has issued a detailed curriculum for Judaic studies which includes, but is not limited to, all the subject areas outlined, and includes a skills development component. The curriculum is rigorous and challenging, but within the reach of the school's student population. There are provisions for individual needs throughout.



### STANDARD MET:

The school has issued a detailed curriculum for Judaic studies which include the subject areas outlined, but there is no clearly defined skills development component. The curriculum is challenging but within the reach of the school's student population. There are provisions for individual needs.



### STANDARD NOT MET:

The school has not issued a detailed curriculum for Judaic studies to include the subject areas outlined and/or the curriculum is not appropriate for the school's student population, and/or there are no provisions for individual needs.

10.2C The General Academic Program shall offer a curriculum providing, but not exclusive or limited to, the following areas:

- An English language arts program, including: Literature, grammar, and the structure of the language writing and creative expression.
- A mathematics program, including, algebra, trigonometry, plane and solid geometry, and higher mathematics such as calculus.
- History and social studies.
- The Sciences, including such areas of study as; earth science, chemistry, biology, and physics as well as technical and computer science.
- Foreign Languages and English as a second language when applicable.

## RATING:



### EXCEPTIONAL COMPLIANCE:

The school has issued a detailed General Studies curriculum which includes, but is not limited to, all the subject areas outlined, and includes a skills development component. The curriculum is rigorous and challenging but within the reach of the school's student population. There are provisions for individual needs throughout.



### STANDARD MET:

The school has issued a detailed curriculum for General Studies which includes all the subject areas outlined. The curriculum is challenging but within the reach of the school's student population. There are provisions for individual needs.



### STANDARD NOT MET:

The school has not issued a detailed curriculum for General Studies that includes all the subject areas outlined, or the curriculum is not challenging for the school's student population, and/or there are no provisions for individual needs.

## STANDARD 10.3

### THE SCHOOL PROVIDES IN-SERVICE AND CONTINUING EDUCATION OPPORTUNITIES

Instructional staff continues to develop their professional skills and assure that the curriculum is current and effective. Opportunities for instructional staff to attend in-service activities relating to the curriculum are provided annually for both the Judaic and general faculties. Instructional staff are encouraged to expand their educational horizons and further develop their expertise.



#### SELF STUDY DOCUMENT:

- Provide a description of annual in-service activities relating to curriculum and instructions that are provided. Include specific information regarding the themes or topics covered, as well as the names of the instructors. Explicit reference should be made to opportunities for continuing education and professional development.

RATING:



STANDARD MET:

Annual in-service training activities relating to curriculum and instruction are held, and the school provides or assists members of the faculties in opportunities for continuing education and professional development.

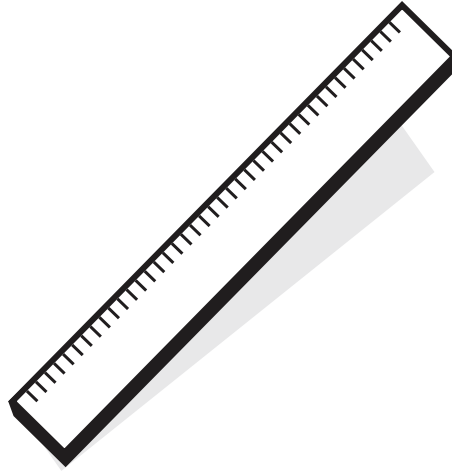


STANDARD NOT MET:

Annual in-service training activities relating to curriculum and instruction are not held, nor does the school provides members of the faculty with opportunities for continuing education and professional development.

## STANDARD 11

### THE SCHOOL'S LEARNING ASSESSMENT POLICIES AND PROCEDURES APPROPRIATELY MEASURE LEARNING PROGRESS



#### RATIONALE:

Accurate assessment of student progress is necessary to assure that they maximize their potential. This is true for students across the entire spectrum, but is essential for those who may have a learning issue. The school must ascertain the validity, the measurement, and evaluation tools. They must reflect the school's mission and learning philosophy, and the objectives of the curriculum. The use of a variety of evaluative tools help guarantee that the analysis of the testing results reflects the reality of the School's achievement, and may thus become the catalyst for further progress and change. The school must refer students who have needs, that the normative program cannot meet, to appropriate professionals.

#### STANDARD 11.1

### THE SCHOOL EMPLOYS CONTINUOUS STUDENT ASSESSMENT TO MEASURE STUDENT PROGRESS

The school systematically employs a variety of student assessment tools to measure student progress and rigorously analyzes the results, so that it can plan improvement in curriculum and instruction, and assure appropriate student learning progress. Assessment methods should be consistent with the program's philosophy and academic expectations, and student progress should be systematically and accurately reported to

parents. The school effectively uses measurement and evaluative tools to assess the progress of children who may have learning disabilities to address their learning needs, and advises parents as to further evaluation for special needs.

 **SELF STUDY DOCUMENT:**

- Describe the school's program for assessing student progress. Show what assessment tools are employed, how and when assessment takes place, and how results are used to plan curriculum and instruction. Measure student learning and assure that the needs of individual students are met. Include statistical results of the latest standardized test (or its equivalent) indicating how students measure up to national standards of achievement. Show how students who have special needs are evaluated, and how the assessment is used to prescribe an educational program appropriate to meet their needs.

**RATING:**



**STANDARD MET:**

Valid and regular measurement and assessment tools are employed to provide the rationale and methodology for the curriculum, to evaluate student progress, to plan curriculum and instruction, and to meet the needs of individual students. Standardized test results indicate student progress is in line with national honors. The needs of students with special needs are addressed appropriately.



**STANDARD NOT MET:**

The school's measurement and assessment of students is erratic, or the tools used are invalid and do not effectively evaluate the curriculum. Evaluation is insufficient to meet the ongoing needs of individual students. Standardized tests are used inconsistently so that they cannot effectively serve as an evaluative tool.

**STANDARD 11.2**

**THE SCHOOL REPORTS RESULTS OF STUDENT ASSESSMENT TO PARENTS AND MAKES APPROPRIATE REFERRALS FOR STUDENTS WHO NEED ADDITIONAL PROFESSIONAL ASSISTANCE**

As the school assesses student achievement and behavior, there will almost inevitably be issues that one is unequipped to handle, and that needs to be referred to a professional. Such needs may relate to psychological as well as academic issues that require provisions for appropriate referrals to appropriate professionals.

 **SELF STUDY DOCUMENT:**

- Describe the school's program for referring student who have special needs. Show how and when referral processes take place, and how guidance from outside professionals is used to plan curriculum and instruction for the students who require their services.

**RATING:**



**STANDARD MET:**

The needs of students with special needs are addressed appropriately. The school employs the services of learning and psychological specialists, and/or has a program for referring students who have special needs. The guidance of professionals is used to plan curriculum and instruction for the students who require their services.



**STANDARD NOT MET:**

The needs of students with special needs are inadequately addressed. The school does not regularly employ the services of learning and psychological specialists, and does not have an adequate program for referring students who have special needs. Additionally, when professional guidance or advice is provided, it is inadequately used.



# SECTION 5

## STANDARDS 12-13

- PHYSICAL ENVIRONMENT  
HEALTH AND SAFETY



## FACILITIES AND GROUNDS

### STANDARD 12

THE PHYSICAL ENVIRONMENT SUPPORTS THE SAFE AND EFFICIENT DELIVERY OF THE EDUCATIONAL PROGRAM AND SERVICES, AND PROMOTES OPTIMAL STUDENT DEVELOPMENT AND ACHIEVEMENT.



School facilities are safe, clean, and well-maintained and are appropriate and adequate to implement the philosophy and mission of the school. The facilities are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

#### RATIONALE:

The space children occupy and the use of it must, as much as possible, guarantee the children's safety; that is priority one. The physical environment must also be conducive to student learning. The ultimate purpose of a school's physical place, and all activity within that place, are to facilitate students' success. Additionally, the Jewish ambience and atmosphere of the facility also creates the conditions that foster the child's integration of Jewish identity and values. As such, the National Accreditation Board expects the physical setting to reflect an atmosphere of learning and growth as well as the Jewish character of the school.

### STANDARD 12.1

#### THE SCHOOL FACILITY HAS ALL NECESSARY LICENSES AND PERMITS

The School facility meets or exceeds all pertinent local, state, and federal laws that pertain to fire protection, safety, sanitation and health requirements and codes, and has all the required licenses to operate a school in the facilities it occupies.

## ON-SITE OBSERVATION:

- On-site observation verification of permits indicates whether the standard has been met.

## RATING:



### STANDARD MET:

The school has made available a copy of necessary licenses and permits.



### STANDARD NOT MET:

The school has not made available a copy of necessary licenses and permits.

## STANDARD 12.2

### PHYSICAL ENVIRONMENT IS SAFE, ADEQUATE , AND MAINTAINED WELL

The school facilities are safe, adequate, attractive, and maintained well so as to achieve the philosophy/mission of the school. Facilities include the school campus or site, buildings, equipment, furnishings, vehicles, and materials.

#### STANDARD 12.2.1 SCHOOL FACILITIES

The school facilities are adequate to meet all State health requirements and are sufficient to facilitate their stated educational function and the articulated mission of the school.



#### SELF STUDY DOCUMENT:

- Include a floor plan of the school facility and show that they include all the necessary educational and recreational needs for the mission and goals of the school.

## RATING:



### STANDARD MET:

The school facilities meet all local and state space requirements, and they include all the physical space necessary to assure the success of the mission and goals of the school.



### STANDARD NOT MET:

The facility does not meet the minimum local and state space requirements, and/or they do not include all the physical spaces necessary to assure the success of the mission of the school.

## STANDARD 12.2.2 MAINTENANCE

The school facilities are clean and well-maintained. There is a system in place that ensures proper maintenance of the buildings, grounds, and equipment.

### ON-SITE OBSERVATION:

- On-site observation verifies whether the standard has been met.

### RATING:



#### STANDARD MET:

The facilities are clean, in good repair, and well-maintained. There is a system in place to assure adequate maintenance of facilities, vehicles, and equipment.



#### STANDARD NOT MET:

The facilities show signs of neglect, and/or are in disrepair, and/or is insufficient so that concerns exist about safety and/or health in the school.

## 12.2.3 OUTDOOR SPACE AND RECREATION FACILITIES

The recreational facilities adequately provide for school time recreation, and health and safety needs of the students.



### SELF STUDY DOCUMENT:

- Provide a diagram of the recreation facilities that include the square footage and the maximum number of children who play in this area at any given time.

### RATING:



#### STANDARD MET:

The recreation facilities meet the minimum standard of that established by local/state authorities.



#### STANDARD NOT MET:

The recreation facilities do not meet the minimum local/state standards.

## 12.2.4 SCHOOL SAFETY, SECURITY, AND PROTECTION

The school provides adequate security protection as dictated by the vicinity in which the school is located.



### SELF STUDY DOCUMENT:

- The school provides a description of its attention to the security and safety of students in a

narrative. Explain safety, security, and protection needs, and how they are being met, Ex: safety guards, cameras, etc.

**RATING:**



**STANDARD MET:**

The school provided evidence of attention to the protection and safety of students, faculty, and personnel of the school.

**STANDARD NOT MET:**

The school does not provide evidence of adequate attention to the protection and safety of school attendees and personnel, and/or there are concerns about the adequacy of the security provided.

### 12.2.5 EDUCATIONAL PROGRAMS AND ACTIVITIES

The school includes in its educational programs and activities; opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and healthy lifestyle choices.



**SELF STUDY DOCUMENT:**

- Identify the programs that the school has in place that contributes to the molding of personal wellness and a healthy lifestyle.

**RATING:**



**STANDARD MET:**

The school provides evidence of programs that provide opportunities for growth for students.

**STANDARD NOT MET:**

The school does not provide evidence of programs and activities that provide opportunities for growth for children.

### STANDARD 12.3

#### FOOD PREPARATION FACILITIES AND SERVICE COMPLY WITH ALL HEALTH AND SAFETY REQUIREMENTS

Food preparation facilities comply with all health and safety requirements of civil authorities. Food preparation, service and storage are adequate to meet the needs of the school population. The highest possible Kashrus standards are maintained and the kitchen and dining facilities are reflective of the Torah environment which the school fosters.

### STANDARD 12.3.1 FACILITIES MEET ALL CIVIL AUTHORITIES' STANDARDS

Food prepared on the premises must be in compliance with the requirements of civil authorities for food storage, preparation, and service. Food prepared at an approved off-campus facility, must be transported to the school in approved containers and at temperatures acceptable to health and safety authorities.

#### SELF STUDY DOCUMENT:

- Describe where, how, and by whom food is prepared and served to students. Present copies of permits and/or licenses which may be required by civil authorities.

#### RATING:



**STANDARD MET:**  
The program meets all requirements governing the storage, preparation, and serving of food on the premises.



**STANDARD NOT MET:**  
The program does not meet all requirements governing the storage, preparation, and serving of food on the premises.

### STANDARD 12.3.2 NUTRITIONAL GUIDELINES ARE MET

The meals and/or snacks provided for the children meet the nutritional guidelines suggested by the Child Care Food Program of the U.S. Department of Agriculture.

#### SELF STUDY DOCUMENT:

- Include two months of menus showing the appropriate food groups and quantities offered to each age group participating in the program.

#### RATING:



**STANDARD MET:**  
The program meets all requirements governing the nutritional guidelines.



**STANDARD NOT MET:**  
The program does not meet all requirements governing the nutritional guidelines.

### STANDARD 12.3.3 SANITARY CONDITIONS ARE ASSURED

Kitchen equipment is monitored by civil authorities to ensure healthy and sanitary conditions.

#### SELF STUDY DOCUMENT:

- Describe how the kitchen equipment is monitored to ensure healthy and sanitary conditions, and how often this monitoring is performed. Include any food service inspection reports if applicable.

#### RATING:



##### STANDARD MET:

Kitchen equipment is monitored for healthy and sanitary conditions on a regular schedule, and inspection reports are included.



##### STANDARD NOT MET:

Kitchen equipment is not monitored for healthy and sanitary conditions.

### 12.3.4 KASHRUS POLICY

All Jewish schools should have a Kashrus policy cleared with the school's chosen rabbinic authority.

The policy must include standards for foods prepared on premises, as well as a policy regarding foods brought by children from home for individual consumption, (and the sharing of food by children). The policy should include a statement with regard to the sharing of foods, and standards for foods brought into the classroom for parties, class events, instructional activities, or the like.

The policy should include, as applicable, whether the facility can accommodate meat and dairy foods, acceptable standards for kashrus supervision of foods entering the facility, acceptable procedures for food serving and preparation, and procedures to be followed in the event the policies are violated.

When school policy allows food to be brought from home, suggestions for food choices that meet nutritional requirements are made for meals and/or snacks. In addition, the parents are informed of the Kashrus policy regarding food brought from home.

#### SELF STUDY DOCUMENT:

- Include a copy of kashrus policies procedures, and name of rabbinic authority with whom it has been cleared, and copies of suggestions given to parents/guardians who send meals and/or snacks with children.

## RATING:



### STANDARD MET:

A comprehensive Kashrus policy is included, as well as the name of the rabbinic authority with whom it was cleared. Suggestions for nutritional choices provided for parents who send meals and/or snacks with children. Parents are also informed of the Kashrus policy regarding food brought from home.



### STANDARD NOT MET:

No Kashrus policy is in place.

## 12.3.5 INCULCATION OF JEWISH VALUES GOVERNING MEAL-TIME

Many Jewish values and practices center around meals including the ritual washing of hands before eating bread, the recitation of blessings before and after eating, table manners, and respect for food. In a Yeshiva/Day School, the values, customs, and rules governing food are practiced and frequently taught during mealtimes.

### ON-SITE OBSERVATION:

- On-site observation verifies whether this standard is met.

## RATING:



### STANDARD MET:

There are procedures in place inculcating Jewish values, customs, and laws governing meal-time:



### STANDARD NOT MET:

There are no procedures in place inculcating Jewish values, customs, and laws governing meal-time.



## HEALTH AND SAFETY

### STANDARD 13

THE SCHOOL PROVIDES A SAFE, ORDERLY AND HEALTHY ENVIRONMENT FOR TEACHING AND LEARNING, AND OFF CAMPUS ACTIVITIES.



The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive and emergency procedures, and crisis management policies are clearly written, well-documented, implemented, and updated regularly.

#### RATIONALE:

The first, and most essential, issue which a school must address is that of assuring the health and safety of all children within the school. The first concern of parents is that their children be safe, and that must be priority one of the school staff. There must therefore be individuals on staff trained to handle emergencies and special medical needs of children. Staff members need to be safety conscious with a view toward prevention, and the physical environment in a school should support the delivery of the health educational programs and services.

#### STANDARD 13.1

##### HEALTH RELATED REQUIREMENTS

The school adheres to local, state, and federal government health requirements, and maintains proper records. The school has implemented policies to deal with emergency health situations.

### 13.1.1 DOCUMENTATION OF INSPECTIONS

The school meets all applicable health and safety requirements of city/state agencies, and documentation of inspections is on file.

#### ON SITE OBSERVATION:

- On-site observation verification of inspections, licenses, and permits indicate the standard has been met.



#### SELF STUDY DOCUMENT:

- Provide a copy of applicable schools licenses and permits

#### RATING:



##### STANDARD MET:

A copy of applicable school's licenses and permits is on file for each required area (e.g, fire marshal's report.)



##### STANDARD NOT MET:

There are no copies of applicable school's licenses and permits on file for each required area (e.g, fire marshal's report.)

### 13.1.2 STUDENT HEALTH RECORDS AND CONFIDENTIALITY

Up-to-date, complete, and confidential health records for each student enrolled in the school are maintained in a safe and secure area and are only available to authorized personnel.

Children in attendance are in compliance with the requirements of civil authorities regarding immunizations, physical examinations, and communicable diseases. In addition, the school has and implements policies and/or procedural guidelines for maintaining confidentiality, sharing medical records and health information of students and members of the staff. These policies are in compliance with the applicable laws (HIPAA, FERPA, Confidentiality, GDPR.)



#### SELF STUDY DOCUMENT:

- Include sample copies of any documents that are kept in a student's file regarding the health and immunizations of children, as required by civil authorities. Include a section of the policies and/or procedural guidelines to maintain confidentiality.

## RATING:



### STANDARD MET:

Each student has a file documenting that his/her health records and immunizations are up-to-date. The school has procedural guidelines for confidentiality.



### STANDARD NOT MET:

Student files indicate that there are students in attendance whose health records and immunizations are not up-to-date, and/or files are not exclusive/confidential. Or, the school has not established procedural guidelines.

## 13.1.3 EMERGENCY, HEALTH, AND SECURITY INFORMATION

Current emergency information is maintained for each student enrolled in the school, including attendance, important health information such as allergies, and parent/guardian contact information.

### ON SITE OBSERVATION:

- On-site observation verifies whether the standard has been met.

## RATING:



### STANDARD MET:

Student files include all the current emergency information described above.



### STANDARD NOT MET:

Student files do not contain all the current emergency information described above.

## 13.1.4 POLICIES REGARDING ILLNESSES AND SPECIAL HEALTH NEEDS OF CHILDREN

A written policy regarding the attendance of students who have been diagnosed with a contagious disease, or have been found to have a communicable condition, has been developed and made available to parents/guardians. An isolation area is made available for ill or contagious students while they wait for someone to take them home. Staff are alerted to special health conditions of students and are equipped, when applicable, to handle such concerns.



### SELF STUDY DOCUMENT:

- Provide a copy of the ill-child policy given to parents/guardians. Describe how students are cared for when they are ill and waiting to be taken home. Describe how staff is equipped to handle children who have special medical conditions (e.g., asthma or severe allergies.)

## RATING:



### STANDARD MET:

Parents/guardians are provided with a policy that includes when ill children are removed and are permitted to return to the program. An isolation area is made available for ill or contagious children while they wait to be taken home. Information about the special health conditions of children is provided in detail to the staff.



### STANDARD NOT MET:

A policy regarding ill children has not been provided to parents/guardians, and/or an isolation area for ill or contagious children is not provided. Little or no information is provided to the staff regarding the special health conditions of children.

## 13.1.5 ADMINISTERING AND STORING OF MEDICATIONS

A written policy that complies with the requirements of civil authorities for administering and storing medications has been developed and made available to the parents/guardians of the student in the school.

### SELF STUDY DOCUMENT:

- Provide a copy of the policy pertaining to administering and storing medications on the program's premises and a copy of the information made available to parents/guardians pertaining to medication.

## RATING:



### STANDARD MET:

Included in the self study are a copy of an appropriate policy pertaining to administering and storing medications on the school's premises, and a copy of the information made available to parents/guardians pertaining to medication.



### STANDARD NOT MET:

A copy of an appropriate policy pertaining to administering and storing medications on the school's premises is not included in the Self-Study, and/or a copy of the information made available to parents/guardians pertaining to medication is not included in the Self-Study.

### 13.1.6 BLOOD-BORNE PATHOGENS

The school has developed policies and procedures to protect the staff and students from blood-borne pathogens by developing a “blood-borne exposure control plan,” and by providing annual in-service to the staff regarding protective procedures.

 SELF STUDY DOCUMENT:

- Describe the school’s blood-borne exposure control plan, the education of the staff regarding blood-borne pathogens, and the use of universal precautions.

RATING:



**STANDARD MET:**

A blood-borne exposure control plan is in place, and annual training is provided to the staff regarding blood-borne pathogens and the use of universal precautions.

**STANDARD PARTIALLY MET:**

The staff are encouraged to use universal precautions when handling body fluids. However, a blood-borne exposure control plan is not in place, and/or annual training is not provided to the staff regarding blood-borne pathogens and the use of universal precautions.



**STANDARD NOT MET:**

Policies and procedures that include universal precautions are not followed.

### 13.1.7 HEALTH SCREENINGS

The school makes visual, auditory, speech, language development, physical development, cognitive development, and other health screening assessments with the consent of parents/guardians on an annual basis.

 SELF STUDY DOCUMENT:

- Describe how the program makes annual visual, auditory, speech, and other health and developmental screenings available to the students.

## RATING:



### STANDARD MET:

The school makes available to the children, at least annually, developmental and health screenings, as described above.



### STANDARD NOT MET:

The school does not make developmental and health screening, as described above, available to the children at least annually.

## STANDARD 13.2 SAFETY RELATED REQUIREMENTS

The school adheres to local, state, and federal government child safety requirements, and maintains proper records. The school has implemented policies to deal with socially critical and emergency situations.

### 13.2.1 SUPERVISION OF ARRIVALS AND DEPARTURES

Safe arrival and departure procedures have been developed that ensure all students in the school are accounted for throughout the day, and released only to authorized adults. Students are supervised by sight at all times, and transition of children from one teacher to another, or from one area to another, is accounted for to ensure the supervision and whereabouts of students at all times.

#### SELF STUDY DOCUMENT:

- Describe how the school ensures students are accounted for throughout the day and released only to authorized adults, and how the administration ensures children are supervised by sight at all times.

## RATING:



### STANDARD MET:

Procedures are in place that ensure students are accounted for throughout the day, released only to authorized adults, and supervised by sight at all times.



### STANDARD NOT MET:

Procedures are not in place that ensure students are accounted for throughout the day, released only to authorized adults, and supervised by sight at all times.

### 13.2.2. SIGNS OF CHILD ABUSE AND NEGLECT

The staff is trained to recognize signs of child abuse and neglect. They know the laws and procedures for reporting child abuse and neglect to the appropriate agency. All communications with authorities are documented and placed in a confidential file. The NAB overall policy published in “Guidelines for Schools: The Safety of Our Children,” serves as the foundation of a school’s policies. In addition, the director is able to contact a Halachic authority and relevant Jewish family service agencies to determine the best procedure for adhering to reporting requirements, while protecting the privacy of families, and ensuring the most favorable outcome for children and their families.

#### SELF STUDY DOCUMENT:

- Describe how the NAB policy is implemented. New staff members are trained to recognize signs of child abuse/child neglect, how such abuse and neglect are reported, and how the information is kept confidential. Include a copy of any requirements of civil authorities.

#### RATING:



##### STANDARD MET:

Staff members are trained in recognizing signs of child abuse/child neglect, and a reporting process to the appropriate agency is in place. All communications regarding reports are kept in a confidential file. The school is able to refer to a Halachic authority for instruction on how best to comply with state requirements.



##### STANDARD NOT MET:

One or more of the following are true: Staff members are not trained in recognizing signs of child abuse/child neglect. There is not an official process in place for reporting such abuse and neglect to the appropriate agency, and reports are not kept in a confidential file. Or, the school has no plan in place for contact with a Halachic authority experienced in these matters.

### 13.2.3 POLICIES AND PROCEDURES TO ELIMINATE CHILD ABUSE

Exemplary abuse prevention should be practiced throughout the school. Viewing windows are installed to allow for visual access into the classrooms, and random walk-through is practiced throughout the day. In addition, Jewish values are integrated into the program in a way that reduces conditions that lead to abuse: i.e. respect for the privacy of the individual, norms of modest behavior, etc.

 **SELF STUDY DOCUMENT:**

- Describe how the school maintains exceptional abuse prevention compliance, and provides proactive and responsive student support services that address students' emotional and social needs.

**RATING:**



**STANDARD MET:**

A policy whereby a minimum of two teachers are assigned to all groups is in place. Access allows for viewing classrooms and all the other school areas. Jewish values of Tznius are practiced by the teachers and discussed with the children.



**STANDARD NOT MET:**

Two teachers are not always assigned to groups, and visual access to a classroom is not provided.

### 13.2.4 CHILD PROTECTION, BULLYING, AND PERSONAL SAFETY

School has formal learning programs, policies and procedures related to child protection, bullying, and personal safety etc. Students know what to do if they feel uncomfortable or have concerns about mistreatment, abuse, or mental health issues.

 **SELF STUDY DOCUMENT:**

- Identify programs and policies in place to ensure child protection, bullying, and personal safety issues are addressed in the school. Explain the protocol in place for students when they feel uncomfortable or concerned in any of the above mentioned areas.

**RATING:**



**STANDARD MET:**

The school provides programs raising awareness of bullying and personal safety. There are policies and procedures related to child protection and addressing concerns.



**STANDARD NOT MET:**

The school does not provide programs, policies, and/or procedures regarding personal safety and addressing concerns that students have.

### 13.2.5 POLICIES AND PROCEDURES FOR SOCIAL/EMOTIONAL WELL-BEING

The school 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.



 SELF STUDY DOCUMENT:

- Identify programs / procedures / policies in place aimed to promote responses to issues related to student social and emotional well-being.

RATING:



STANDARD MET:

Programs / procedures / policies are provided for students social / emotional well-being.



STANDARD NOT MET:

The school does not provide programs for emotional / social well-being awareness.

### 13.2.6 FIRST AID CERTIFIED PERSONNEL

At least one staff member with first aid certification—and infant/child CPR certification will be present on the premises at all times. It is recommended that all staff have basic first aid and CPR training.

 SELF STUDY DOCUMENT:

- Explain how the program ensures a staff member qualified in first aid certification—and child CPR when applicable, is on site at all times.

RATING:



STANDARD MET:

A minimum of one staff person with current first aid certification—and infant/child CPR certification when applicable—is on site at all times.



STANDARD NOT MET:

The school site is without a staff member with current first aid certification—and infant/child CPR certification when applicable—at some point during the day.

### 13.2.7 FIRST AID SUPPLIES

The school maintains adequate first aid supplies and a universal precaution kit that are conveniently available to the school personnel in each classroom, but not to the children. The program maintains a detailed medical log regarding the use of these items.

 **SELF STUDY DOCUMENT:**

- Describe how first aid supplies and a universal precaution kit are made available to staff members, where these items are located, and how a detailed medical log is maintained regarding the use of these items.

**RATING:**



**STANDARD MET:**

First aid supplies and a universal precaution kit, as defined by civil authorities, are conveniently available to staff and are located in areas accessible only to adults. A detailed medical log is maintained regarding the use of these items.



**STANDARD NOT MET:**

First aid supplies and/or a universal precaution kit is not conveniently available to the classrooms, and/or a detailed medical log is not maintained regarding the use of the items these kits contain.

### 13.2.8 WRITTEN RECORD OF ACCIDENTS AND ILLNESSES

A written notice of accidents and/or illnesses is kept on file, and a copy is given to the parents/guardians of the children in the program.

 **SELF STUDY DOCUMENT:**

- Provide a copy of the student's accident/illness form. Describe the process that staff follow when notifying a parent/guardian of an illness or accident.

**RATING:**



**STANDARD MET:**

A system is in place to contact the parent(s)/guardian(s) of an ill or injured child. An accident/illness form is completed and filed and a copy is given to the parent(s)/guardian(s).



**STANDARD NOT MET:**

No system is in place to contact the parent(s)/guardian(s) of an ill or injured child, and/or accident/illness forms are not completed, filed, and given to the parent(s)/guardian(s).

### 13.2.9 FIRE AND OTHER EMERGENCY PREPAREDNESS PLANS

The school has a general disaster plan and/or an Emergency Crisis Manual that includes evacuation procedures and inside actions in the event of a disaster or crisis (e.g.,

snowstorm, tornado, lightning, flooding, fire, bomb threat, violence, and hostage/lockdown situation.) The plan includes evacuation directions for disasters common to the geographic area. Staff members are familiar with routes and procedures, which are posted in each classroom and staff regularly perform practice drills with the children. Such plan should be reviewed periodically by the local law enforcement and emergency personnel, and conform procedures recommended by the Office of Homeland Security. Fire extinguishers and smoke detectors are provided and checked as mandated by the local fire marshal, and staff is trained in the use of fire extinguishers. The school continuously reviews and updates its emergency plans.

 SELF STUDY DOCUMENT:

- Provide a copy of the policies and procedures relating to emergency drills and evacuations and of the records of drills and evacuations for the past twelve months. Include a copy of any requirements of civil authorities. Provide proof of updated emergency plans when applicable.

RATING:



STANDARD MET:

Disaster drills are held at least monthly, their occurrence is recorded, and the reports are filed. Escape routes and procedures are posted in each classroom. Active shooter and lock-down procedures are practiced regularly. Emergency plans are updated.



STANDARD NOT MET:

Disaster drills are held less frequently than on a monthly basis, and escape routes and procedures are not posted in each classroom. There is no school lock-down policy, and emergency plans are not updated.

### 13.2.10 PROPER CHEMICAL LABELING AND STORAGE

All chemicals, medicines, and other “dangerous if swallowed” materials are stored in their original containers. All potentially dangerous products are stored in a locked area. An MSD (Material Safety Data) sheet is strategically placed near harmful chemicals.

 SELF STUDY DOCUMENT:

- Describe the location where potentially “dangerous if swallowed” materials are kept. Address whether all chemicals, medicines, and other “dangerous if swallowed” materials are stored in their original containers, and whether an MSD (Material Safety Data) sheet is strategically placed near harmful chemicals.

## RATING:



### STANDARD MET:

All chemicals, medicines, and other “dangerous if swallowed” materials are stored in their original containers. All potentially dangerous products are stored in a locked area, and an MSD sheet is strategically placed near harmful chemicals.



### STANDARD NOT MET:

One or more of the following are true: Chemicals, medicines, and other “dangerous if swallowed” materials are stored in containers other than their original containers. Potentially dangerous products are not stored in a locked area and an MSD sheet is not strategically placed near harmful chemicals.

## 13.2.11 NOTIFYING PARENTS/GUARDIANS IN EMERGENCIES

A plan is in place to contact parents/guardians in case of the school closing due to an emergency, and the parents/guardians have been made aware of the plan.



### SELF STUDY DOCUMENT:

- Provide a copy of the information given to parents/guardians regarding the program’s emergency closure policy.

## RATING:



### STANDARD MET:

A policy is in place for notifying parents/guardians in the case of an emergency closing, and the parents/guardians have been made aware of the policy.



### STANDARD NOT MET:

A policy is not sufficiently in place for notifying parents/guardians of an emergency closing.

## STANDARD 13.3 OFF-CAMPUS REQUIREMENTS

The school is considered to be in “Loco Parentis” – in place of parents, as long as students are under its jurisdiction. The school is responsible for and must supervise children from the moment they leave the parents until they are surrendered to the parents or guardians. It is the responsibility of a school to adhere to local and state requirements for its vehicles which transport children. The school must implement policies to deal with all off-campus activities.

### 13.3.1 VEHICLE INSPECTION, PERMITS, AND QUALIFIED DRIVERS

Current documentation is available on all vehicle safety inspections and driver qualifications, verifying that all requirements of civil authorities, and all specific vehicle transportation requirements are being met.

#### SELF STUDY DOCUMENT:

- Provide documentation on all program vehicles and their drivers, verifying that all requirements of civil authorities, and all specific vehicle transportation requirements are being met.

#### RATING:



##### STANDARD MET:

With regard to vehicle safety inspections and driver qualifications, all requirements of civil authorities and all specific vehicle transportation requirements are being met.



##### STANDARD NOT MET:

With regard to vehicle safety inspections and driver qualifications, not all requirements of civil authorities and not all specific vehicle transportation requirements are being met.

### 13.3.2 VEHICLES WITH RESTRAINING DEVICES AND EMERGENCY EQUIPMENT

Vehicles are equipped with age-appropriate restraint devices and a first aid kit, and appropriate safety precautions are taken when children are being transported.

#### SELF STUDY DOCUMENT:

- Provide documentation that all school vehicles are equipped with age-appropriate restraint devices along with a first aid kit, and that appropriate safety precautions are taken when children are being transported.

#### RATING:



##### STANDARD MET:

All school vehicles are equipped with age-appropriate restraint devices along with a first aid kit, and appropriate safety precautions are taken when children are being transported.



##### STANDARD NOT MET:

Not all school vehicles are equipped with age-appropriate restraint devices along with a first aid kit, and/or appropriate safety precautions are not taken when children are being transported.

### 13.3.3 FIELD TRIP POLICIES AND PROCEDURES

The school has written field trip policies and procedures that ensure the supervision of all children at all times. Policies are shared with parents/guardians and implemented by the school.

#### SELF STUDY DOCUMENT:

- Include a copy of the policies and procedures regarding all aspects of field trip protocol, including supervision, transportation, and parent/guardian approval.

#### RATING:



##### STANDARD MET:

The school has written field trip policies and procedures that ensure the supervision of all children at all times, and thus promote the safety of the children. Policies are shared with parents/guardians and implemented by the program, and they include the elements described above.



##### STANDARD NOT MET:

One or more of the following are true: The school does not have written field trip policies and procedures that ensure the supervision of all children at all times, and thus promote the safety of the children. Policies are not shared with parents/guardians and implemented by the program, and do not include the elements described above.

# SELF STUDY DOCUMENT CHECKLIST



# SECTION 2

## PHILOSOPHY, GOVERNANCE, & ADMINISTRATION

### PHILOSOPHY

STANDARD 1: THE SCHOOL DEFINES THE FUNDAMENTAL PRINCIPLES UNDER WHICH THE SCHOOL OPERATES

1.1 THE SCHOOL HAS A CLEAR WRITTEN STATEMENT OF PHILOSOPHY AND MISSION.

- Submit a copy of the mission and vision statements, and describe their development.

1.2 THE SCHOOL HAS ARTICULATED BASIC AND IMMUTABLE RELIGIOUS PRINCIPLES.

- Identify the principles upon which the school is based that are not subject to change.

1.3 THE SCHOOL HAS ARTICULATED ITS EDUCATIONAL PHILOSOPHY.

- Submit a description of the school's educational philosophy.

1.4 INSTRUCTION AND TEACHING METHODOLOGY.

- Submit written evidence that key instructional practices are reflective of best practices, and the school's stated educational philosophy.

### GOVERNANCE

STANDARD 2: THE SCHOOL HAS LAWFUL AND CLEARLY ARTICULATED PRINCIPLES AND PROCEDURES WHICH GUIDE ITS GOVERNANCE OPERATIONS

2.1 THE SCHOOL OPERATIONS ARE GOVERNED UNDER ESTABLISHED CIVIL LAWS AND AUTHORITY.

- Submit a copy of the corporation papers and bylaws of the school's legal entity.

2.1.2 LEGAL REQUIREMENTS.

- Submit a copy of required civil registration/licenses and the last inspection report.

2.1.3 RESPONSIBILITY OF THE GOVERNANCE ENTITY.

- Submit a diagram of the governance authority structure, members' names, and term of service.

2.2 THE SCHOOL HAS CLEAR ADMISSIONS POLICIES AND PROCEDURES STATED IN WRITING.

- Submit a copy of the school's admission policies and procedures.



## ADMINISTRATION

### STANDARD 3: THE SCHOOL HAS IMPLEMENTED SOUND FISCAL AND BUSINESS MANAGEMENT AND OVERSIGHT POLICIES AND PROCEDURES

#### 3.1 THE SCHOOL HAS ACCEPTABLE FISCAL MANAGEMENT AND ACCOUNTABILITY PROCEDURES FOR WHICH THE GOVERNANCE IS RESPONSIBLE.

- Available on site is the last professional financial statement and verification that general accounting procedures are in place.

#### 3.2 THE SCHOOL PREPARES AN ANNUAL BUDGET FOR ITS OPERATIONS.

- Last year's budget shall be submitted, along with a description of how the budget was set.

#### 3.3 THE SCHOOL HAS A LONG-RANGE FINANCIAL PLAN.

- Submit Minutes of two meetings within the last two years demonstrating financial/educational planning.

#### 3.4 THE SCHOOL HAS COHERENT TUITION AND FEES POLICIES.

- Submit a copy of the school's published tuition and fee schedules, and a description of process through which scholarships, and tuition refunds are awarded.

#### 3.5 THE SCHOOL MAINTAINS APPROPRIATE INSURANCE POLICIES.

- School includes a copy of each proof of insurance that the Governance maintains.

#### 3.6 THE SCHOOL HAS IN PLACE A STRUCTURED SALARIES AND BENEFITS PLAN.

- Submit a report of the wages and benefits of the staff, and the percentage of annual budget that it reflects.

#### 3.7 THE SCHOOL HAS IN PLACE A PLAN FOR RESOURCE DEVELOPMENT.

- Submit examples of promotional fundraising literature, newsletters, alumni activities, that describe the fundraising and development activities in place.

# SECTION 3

## PERSONNEL & STUDENT ADMINISTRATION

### STANDARD 4: THE SCHOOL LEADERSHIP AND INSTRUCTIONAL PERSONNEL ARE WELL QUALIFIED FOR THEIR POSITIONS

#### 4.1 QUALIFICATIONS OF THE SCHOOL HEAD/PRINCIPAL.

- Submit a copy of the complete job description of the school head and each school administrator. Include resumes, licenses, and certificates.

#### 4.2 QUALIFICATIONS OF FACULTY AND INSTRUCTIONAL STAFF.

- Submit a completed copy of the Personnel CV Form for each faculty member.

#### 4.3 QUALIFICATIONS OF OTHER THAN TEACHING STAFF MEMBERS.

- Submit a completed copy of the Personnel CV Form for all other than teaching staff.

### STANDARD 5: THE SCHOOL HAS PUBLISHED CLEAR STAFF HIRING PRACTICES AND POLICIES

#### 5.1 NONDISCRIMINATION POLICY.

- Submit a copy of the school's nondiscrimination policy and published ad.

#### 5.2 BACKGROUND SCREENING.

- Visiting team chair or his/her designee should randomly check personnel files.

#### 5.3 JOB DESCRIPTIONS AND OTHER STAFF POLICIES.

- Submit a copy of the school personnel policies, including job descriptions and pertinent information.

#### 5.4 EMPLOYEE HANDBOOK.

- Submit a copy of the staff employee handbook.

#### 5.5 STAFF SUBSTITUTES.

- Submit a current and sufficient list of qualified substitutes.

#### 5.6 CULTIVATION OF GOOD COMMUNICATIONS AND RELATIONSHIPS.

- Show evidence of how positive relationships and communication are encouraged throughout the staff.

STANDARD 6: THE SCHOOL UPGRADES THE PROFESSIONALISM OF THE FACULTY THROUGH REGULAR EVALUATIONS AND IN-SERVICES

6.1 THE SCHOOL FORMALLY EVALUATES ALL EMPLOYEES.

- Submit a sample copy of a completed evaluation form used for faculty and staff members.

6.2 THE SCHOOL FORMALLY EVALUATES ITS PROGRAMS.

- Show evidence of a regular evaluation of the program.

6.3 THE SCHOOL MAINTAINS PROFESSIONAL PERSONNEL FILES.

- The visiting team chair or his/her designee will review random staff members' files.

6.4 THE SCHOOL MAINTAINS A PROFESSIONAL VOLUNTEERS POLICY.

- Show evidence that volunteers undergo an orientation program, background screening, and training.

6.5 THE SCHOOL PROVIDES CONTINUING IN-SERVICE PROGRAMS.

- Show evidence the faculty participates annually in a minimum of ten documented clock hours of continuing education and/or professional development.

STANDARD 7: THE SCHOOL MAINTAINS STUDENT POLICIES AND PROCEDURES WHICH PROMOTE AND RECORD THE SAFETY, WELL-BEING, AND ACADEMIC PROGRESS OF STUDENTS

7.1 THE SCHOOL MAINTAINS STRICT TEACHER-STUDENT RATIOS.

- List of classes and teachers.

7.2 THE SCHOOL MAINTAINS ADEQUATE STUDENT SUPERVISION.

- Show evidence of and describe methods used by staff to ensure children are accounted for at all times.

7.3 THE SCHOOL HAS IMPLEMENTED ADEQUATE STUDENT SAFETY POLICIES.

- Submit a copy of written safety and security policies, and the information given to parents/guardians.

7.4 THE SCHOOL MAINTAINS ADEQUATE DISCIPLINARY POLICIES.

- Submit a copy of the school's discipline policies.

7.5 THE SCHOOL MAINTAINS ADEQUATE STUDENT RECORDS.

- Visiting team chair or his/her designee should inspect at random, student records files.

7.6 THE SCHOOL HAS AN ANNUAL ACADEMIC CALENDAR.

- Submit a copy of the school calendar and all other school schedules which show the scope of the school's programs.

# SECTION 4

## DESIGN FOR LEARNING

### STANDARD 8: THE SCHOOL CURRICULUM IS CAREFULLY PLANNED AND WELL-EXECUTED

8.1 THE EDUCATIONAL PROGRAM CONSISTS OF A CAREFULLY PLANNED AND WELL-EXECUTED CURRICULUM THAT INCLUDES APPROPRIATE ACADEMIC STANDARDS, APPROPRIATE SKILLS DEVELOPMENT, AND ENCOURAGES A LOVE OF LEARNING.

- Write a narrative relating to the development of the curriculum.
- Describe who was involved in its design and what criteria were used.
- Describe the affective objectives of the curriculum and what values are taught successfully.
- Describe how the curriculum may be individualized.
- Describe if and how technology is used to foster learning.
- Describe the curriculum guidance the school offers faculty.

### STANDARD 9: THE SCHOOL HAS DEVELOPED A MEANINGFUL LEARNING PHILOSOPHY AND EMPLOYS APPROPRIATE EDUCATIONAL PRACTICES

9.1 SUBMIT ANY WRITTEN DOCUMENTATION THAT SHEDS LIGHT ON THE SCHOOL'S TEACHING PHILOSOPHY, TEACHING PRACTICES, AND THE SCOPE OF ITS PROGRAM TO CATER TO THE NEEDS OF ALL CHILDREN AND ANY OTHER WRITTEN DOCUMENTS WHICH WILL SHED LIGHT ON THE SCHOOLS TEACHING METHODOLOGY.

### STANDARD 10: THE AREAS OF LEARNING WITHIN THE SCHOOL REPRESENT NORMATIVE YESHIVA DAY SCHOOL STANDARDS, AND SERVICE TRAINING ASSURES THE QUALITY OF INSTRUCTIONAL STAFF

#### 10.1 AREAS OF LEARNING

- Write a narrative report about how the curriculum prepares students for their future.
- Describe how the curriculum is challenging but within the reach of the school's student population; there are provisions for individual needs.
- Submit the results of the ALUMNI SURVEY and what was learned.

## 10.2 IN-SERVICE TRAINING AND CONTINUING EDUCATION OPPORTUNITIES.

- Submit a description of annual in-service activities relating to curriculum and instruction which are provided. Include specific information regarding the themes or topics covered, as well as the names of the instructors. Explicit reference should be made to opportunities for continuing education and professional development.

## STANDARD 11: THE SCHOOL'S LEARNING ASSESSMENT POLICIES AND PROCEDURES APPROPRIATELY MEASURE LEARNING PROGRESS

### 11.1 THE SCHOOL EMPLOYS CONTINUOUS STUDENT ASSESSMENT TO MEASURE STUDENT PROGRESS.

- Describe the school's program for assessing student progress.
- Show examples of what assessment tools are employed, how and when assessment takes place, and how results are used to plan curriculum and instruction.
- Include statistical results of the latest standardized test (or its equivalent) indicating how students measure up to national standards of achievement.
- Show how students who have special needs are evaluated, and how the assessment is used to prescribe an educational program appropriate to meet their needs.

### 11.2 THE SCHOOL REPORTS RESULTS OF STUDENT ASSESSMENT TO PARENTS AND MAKES APPROPRIATE REFERRALS FOR STUDENTS WHO NEED ADDITIONAL PROFESSIONAL ASSISTANCE.

- Describe the school's program for referring student who have special needs. Show how and when referral processes takes place, and how guidance of outside professionals is used to plan curriculum and instruction for the students who require their services.

# SECTION 5

## PHYSICAL ENVIRONMENT & FACILITIES

STANDARD 12: THE PHYSICAL ENVIRONMENT SUPPORTS THE SAFE AND EFFICIENT EDUCATION AND SERVICES, AND PROMOTES STUDENT DEVELOPMENT AND ACHIEVEMENT.

12.1 THE SCHOOL FACILITY HAS ALL NECESSARY LICENSES AND PERMITS.

- Submit a copy of any and all civic authority licenses and permits.

12.2 PHYSICAL ENVIRONMENT IS SAFE, ADEQUATE , AND MAINTAINED WELL.

12.2.1 SCHOOL FACILITIES:

- Submit a floor plan of the school facility, and show that they include all the necessary educational and recreational needs for the mission and goals of the school.

12.2.2 MAINTENANCE:

- The visiting team will verify that the facilities are clean, in good repair, well maintained, and there is a system in place to assure adequate maintenance of facilities, vehicles, and equipment.

12.2.3 OUTDOOR SPACE AND RECREATION FACILITIES.

- Provide a diagram of the recreation facilities, and include the square footage and the maximum number of children who play in this area at any given time.

12.2.4 SCHOOL SAFETY, SECURITY, AND PROTECTION:

- Submit evidence of the schools attention to the security and safety of students, in a narrative explaining the needs, and how they are being met. Ex: safety guards, cameras etc.

12.2.5 EDUCATIONAL PROGRAMS AND ACTIVITIES:

- Identify the programs that the school has in place that contribute to the molding of personal wellness and a healthy lifestyle.

12.3 FOOD PREPARATION FACILITIES AND SERVICE COMPLY WITH ALL HEALTH AND SAFETY REQUIREMENTS.

12.3.1 SCHOOL FACILITIES MEET CIVIL AUTHORITIES' STANDARDS:

- Describe where, how, and by whom food is prepared and served to students. Submit copies of permits and/or licenses which may be required by civil authorities.

### 12.3.2 NUTRITIONAL GUIDELINES ARE MET:

- Submit at least two months of menus, showing that the menus meet all requirements governing the nutritional guidelines.

### 12.3.3 SANITARY CONDITIONS ARE ASSURED:

- Describe how the kitchen equipment is monitored to ensure healthy and sanitary conditions, and include any food service inspection reports if applicable.

### 12.3.4 THE SCHOOL HAS IMPLEMENTED A KASHRUS POLICY:

- Submit a description of Kashrus standards and the procedures in place to assure adherence. Name of rabbinic authority with whom it has been cleared.

### 12.3.5 MEAL-TIMES ARE USED TO INCULCATE JEWISH VALUES:

- On-site observation verifies whether this standard is met.

## HEALTH AND SAFETY

STANDARD 13: THE SCHOOL PROVIDES A SAFE, ORDERLY, AND HEALTHY ENVIRONMENT FOR TEACHING AND LEARNING, AND SAFE FOR OFF CAMPUS ACTIVITIES.

### 13.1 HEALTH AND SAFETY REQUIREMENTS.

#### 13.1.1 DOCUMENTATION OF INSPECTIONS:

- Submit a copy of applicable schools licenses and permits.

#### 13.1.2 STUDENT HEALTH RECORDS:

- On-site observation of a random student health and immunization file verifies whether the standard has been met. In addition to proof of record confidentiality.

#### 13.1.3 EMERGENCY, HEALTH, AND SECURITY INFORMATION:

- Submit a copy of the school's discipline policies.

#### 13.1.4 POLICIES REGARDING ILLNESSES AND SPECIAL HEALTH NEEDS OF CHILDREN:

- Provide a copy of the ill-child policy given to parents / guardians. Describe how students are cared for when ill, and how the staff is equipped to handle children with special medical conditions.

#### 13.1.5 ADMINISTERING AND STORING OF MEDICINES:

- Submit a copy of the policy pertaining to administering and storing medications and a copy of the information made available to parents/guardians pertaining to medication.

#### 13.1.6 BLOOD-BORNE PATHOGENS:

- Describe the school's education of the staff regarding blood-borne pathogens, and the how the school has implemented the use of universal precautions.

### 13.1.7 HEALTH SCREENINGS:

- Describe how the program makes visual, auditory, speech, and other health and developmental screenings available annually to students

## 13.2 SAFETY RELATED REQUIREMENTS.

### 13.2.1 SUPERVISION OF ARRIVALS AND DEPARTURES:

- Describe how the program ensures children are accounted for throughout the day, and released only to authorized adults.

### 13.2.2 SIGNS OF CHILD ABUSE AND NEGLECT:

- Describe how the Merkos (or alternative) policy is implemented. Describe how staff members are trained to recognize signs of child abuse/child neglect.

### 13.2.3 POLICIES AND PROCEDURES TO ELIMINATE CHILD ABUSE:

- Describe how the program maintains exceptional abuse prevention compliance.

### 13.2.4 CHILD PROTECTION, BULLYING, AND PERSONAL SAFETY:

- Identify programs and policies to ensure child protection, bullying, and personal safety issues are addressed. Explain the protocol for students when they feel uncomfortable or concerned in any of the above mentioned areas.

### 13.2.5 POLICIES AND PROCEDURES FOR SOCIAL/EMOTIONAL WELL-BEING:

- Identify programs / policies / procedures that promote proper responses to student social and emotional well-being issues.

### 13.2.6 FIRST AID CERTIFIED PERSONNEL:

- Explain how the program ensures a staff member qualified in child CPR and first aid certification is present at all time.

### 13.2.7 FIRST AID SUPPLIES

- Describe how first aid supplies and a universal precaution kit are made available to staff members, where these items are located, and how a detailed medical log is maintained.

### 13.2.8 WRITTEN RECORD OF ACCIDENTS AND ILLNESSES:

- Describe the process that staff follows when notifying a parent/guardian of an illness or accident.

### 13.2.9 EMERGENCY PREPAREDNESS PLANS:

- Submit a copy of the policies and procedures relating to emergency drills and evacuations, and of the records of drills and evacuations for the past twelve months. Include a copy of any requirements of civil authorities. Include proof of updated plans.

### 13.2.10 PROPER CHEMICAL LABELING AND STORAGE:

- Describe where “potentially dangerous if swallowed” materials are stored, how they are labeled, and whether an MSD (Material Safety Data) sheet is strategically placed near harmful chemicals.



### 13.2.11 NOTIFYING PARENTS/GUARDIANS IN EMERGENCIES:

- Provide a copy of the information given to parents/guardians regarding the school's emergency closure policy.

### 13.3 OFF-CAMPUS REQUIREMENTS.

#### 13.3.1 VEHICLE INSPECTION, PERMITS, AND QUALIFIED DRIVERS:

- Submit documentation on all program vehicles and their drivers, verifying that all vehicle and transportation requirements are met.

#### 13.3.2 VEHICLES WITH RESTRAINING DEVICES AND EMERGENCY EQUIPMENT:

- Provide documentation that all school vehicles are equipped with age-appropriate restraint devices along with a first aid kit, and that appropriate safety precautions are taken when children are being transported.

#### 13.3.3 FIELD TRIP POLICIES AND PROCEDURES:

- Submit a copy of the policies and procedures regarding all aspects of field trip protocol; including supervision, transportation, and parent/guardian approval.

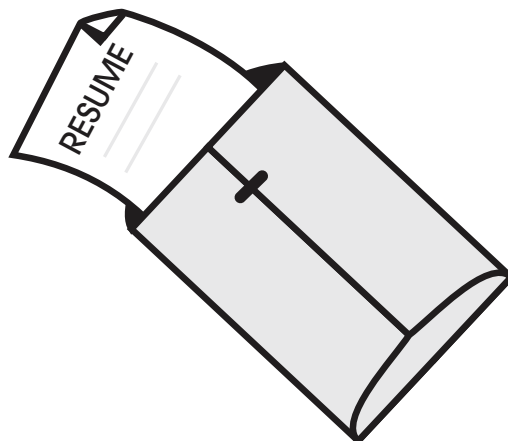


# APPENDIX

## ACCREDITATION SELF STUDY TOOLS

### SURVEYS:

- PARENT SURVEY
- FACULTY SURVEY
- LIMUDEI KODESH CURRICULUM SURVEY
- STUDENT ALUMNAE SURVEY
- **FACULTY CV FORM**
- **GENERIC STRATEGIC PLAN REPORTING FORMAT**



# PARENT SURVEY

The rating that best describes the statement on the left is:

EXCEPTIONAL · OPERATIONAL · EMERGING · ABSENT



## OUR SCHOOL'S PRACTICES TO SUPPORT STUDENTS IN THEIR LEARNING:



- The school has a well defined mission and educational philosophy
- The school's educational philosophy is consistent with its mission/philosophy
- The administration's practices are aligned with the mission/philosophy
- The school's instruction and teaching practices are aligned with the mission/philosophy
- Teachers classroom practices are aligned with the mission/philosophy
- The school community understands and is supportive of the school's mission/philosophy





## OUR SCHOOL'S GOVERNANCE AND ADMINISTRATION ARE EFFECTIVE:



- The school has articulated the principles and procedures which govern its operation
- The school operates under responsible fiscal management and accountability
- The school maintains a positive Public Relations posture
- The school keeps parents and the community informed
- The school governance is responsive to the needs of the community

## OUR SCHOOL'S EDUCATIONAL ADMINISTRATION IS WELL ORGANIZED:

- The school's educational administration is competent to do their job
- The school's educational administration has clearly understood policies and practices

- |   |  |  |  |  |
|---|---|---|---|---|
| • The school's educational administration is organized in its practices                                 | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   |
| • The school's educational administration is responsive to the needs of students                        | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   |
| • The school's educational administration is responsive to the needs of parents                         | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   |
| • The school's educational administration maintains a positive Public Relations posture                 | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   |
| • The school's educational administration keeps parents and the community informed                      | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   |
| • The school's educational administration has created a culture of continuous improvement in the school | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   | <input type="radio"/>   |

**OUR SCHOOL'S FACULTY TEACHES AND REACHES CHILDREN EFFECTIVELY:**

- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| • The faculty follows the prescribed school curriculum                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • The faculty is generally well prepared for class                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • The faculty uses best practices in its instruction                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • The faculty responds to the needs of individuals in its instruction              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • The faculty employs effective classroom management techniques                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • The faculty inspire children to want to learn                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| • The faculty inspires children to maximize the use of their talents and abilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

# FACULTY SURVEY

The rating that best describes the statement on the left is:

EXCEPTIONAL · OPERATIONAL · EMERGING · ABSENT



THE ADMINISTRATION EFFECTIVELY DIRECTS AND GUIDES THE SCHOOL FACULTY:



- The administration is aware of the faculty's problems
- The administration is responsive to the concerns of the faculty
- The administration is fair in its treatment of the faculty
- The administration involves faculty in the decision making process
- The administration fosters a culture of cooperation among faculty
- The administration fosters a culture of professional growth
- The faculty evaluation procedures are unambiguous, and foster improvement

THE LEARNING PROCESSES WITHIN OUR SCHOOL ARE SYSTEMATIC AND EFFECTIVE:

- The principles and procedures, which govern the school, are effective
- The curriculum is carefully designed to meet the needs of all our students
- The school generally meets its educational objectives
- The school has created a positive learning environment for children
- There is effective guidance for teachers so as to maximize their effectiveness
- The curriculum allows for creativity and individualization
- In service training opportunities are meaningful and effective

CHILDREN IN OUR SCHOOL ENJOY A POSITIVE EDUCATIONAL EXPERIENCE:



- The school is a well organized and properly disciplined environment
- The administration has instituted policies which foster the industriousness and creativity of the students
- The school provides appropriate support services for students
- The school's educational administration is responsive to the needs of students
- The school provides appropriate social and religious counseling to students
- The school provides appropriate extra curricular activities for students
- The school provides meaningful religious activities and events

OUR SCHOOL POLICIES AND PROCEDURES FOSTER IMPROVEMENT:

- The student assessment is used to foster student development and growth
- Excellence is recognized and rewarded
- Effort is recognized and rewarded
- Creativity is recognized and rewarded
- The faculty is encouraged to inspire children's personal and religious growth
- The faculty inspires children to maximize the use of their talents and abilities

# LIMUDEI KODESH CURRICULUM SURVEY

The rating that best describes the statement on the left is:

EXCEPTIONAL · OPERATIONAL · EMERGING · ABSENT



## THE CHUMASH PROGRAM'S EFFECTIVENESS:



- My students demonstrate adequate reading skills to learn Chumash
- My students demonstrate adequate grade level translation skills
- My students demonstrate adequate word attack skills
- My students are able to extrapolate and apply word attack skills
- My Students are able to understand the simple meaning of Posuk
- My Students are able to understand Rashi's explanation of a Posuk
- The curriculum for my class is appropriate for my students' skills level
- The curriculum builds Chumash learning skills in a spiraling way
- The rate at which we learn assures coverage of the curriculum

## THE MISHNA PROGRAM'S EFFECTIVENESS:

- My students demonstrate adequate reading skills to learn Mishna
- My students demonstrate adequate grade level translation skills for Mishna
- My students demonstrate adequate cognitive sequencing skills for Mishna
- My students demonstrate the understanding of "Machlokes" in a Mishna
- My students demonstrate understanding of differences and similarities of various opinions of Tanaiim





- The curriculum for my class is appropriate for my students' skills level
- The curriculum builds Mishnayos learning skills in a spiraling way
- The rate at which we learn assures coverage of the curriculum

#### THE GEMARA PROGRAM'S EFFECTIVENESS:

- My students demonstrate adequate reading skills to learn Gemorah
- My students demonstrate grade level Arameic translation skills
- My students demonstrate a grade level recognition of key words/phrases
- My students demonstrate the understanding of Gemorah sequencing
- My students demonstrate a grade level understanding of cognitive operations within a Gemorah passage
- The curriculum for my class is appropriate for my students' skill level
- The curriculum builds Mishnayos learning skills in a spiraling way
- The rate at which we learn assures coverage of the curriculum

#### THE YAHADUS/HALACHA PROGRAM'S EFFECTIVENESS:

- My students demonstrate adequate grade level knowledge of Halacha
- The Halacha curriculum for my class is appropriate for my students' skill level
- The Halacha text we use to learn is appropriate for my class's skill level
- The curriculum builds Halacha learning skills/knowledge in a spiraling way
- The rate at which we learn assures coverage of the curriculum
- My students demonstrate adequate grade level Yahadus knowledge
- The Yahadus curriculum for my class is appropriate for my students' skill level
- The curriculum builds Yediyos Kloliyos in a spiraling way
- The rate at which we learn assures coverage of the curriculum

# ALUMNAE SURVEY

The rating that best describes the statement on the left is:

EXCEPTIONAL · OPERATIONAL · EMERGING · ABSENT



THE ADMINISTRATION AND FACULTY EDUCATE CHILDREN EFFECTIVELY:



- The policies and procedures which govern the school are effective
- The administration understands and is responsive to the needs of students
- Discipline policies within the school are even, fair, and effective
- The administration fosters a culture of cooperation and camaraderie among students
- The faculty is well prepared, and their teaching methods are effective
- The faculty encourages and cultivates the academic development of all students
- The faculty cares about and fosters the personal development of students

THE LEARNING PROCESSES AT SCHOOL ARE SYSTEMATIC AND EFFECTIVE:

- The principles and procedures which govern the school are effective
- The curriculum is carefully designed to meet the needs of all students
- The school generally meets its educational objectives
- The school has created a positive learning environment for children
- There is effective guidance for teachers so as to maximize their effectiveness
- The curriculum allows for creativity and individualization
- In service training opportunities are meaningful and effective

STUDENTS ENJOY A POSITIVE EDUCATIONAL EXPERIENCE:



- The school is a well organized and properly disciplined environment
- The administration has instituted policies that foster the industriousness and creativity of the students
- The school provides appropriate support services for students
- The school's educational administration is responsive to the needs of students
- The school provides appropriate social and religious counseling for students
- The school provides appropriate extra curricular activities for students
- The school provides meaningful religious activities and events for students

SCHOOL POLICIES AND PROCEDURES FOSTER IMPROVEMENT:

- 
- The student assessment is used to foster student development and growth
- Excellence is recognized and rewarded
- Effort is recognized and rewarded
- Creativity is recognized and rewarded
- The faculty is encouraged to inspire children's personal and religious growth
- The faculty inspires children to maximize the use of their talents and abilities

# FACULTY CV FORM

## I. FACULTY MEMBER INFORMATION: EDUCATION:

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NAME

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ADDRESS

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PHONE

EMAIL

---

UNDERGRADUATE SCHOOL/YESHIVA/SEMINARY ATTENDED

---

FROM

TO

DEGREE EARNED

---

UNDERGRADUATE SCHOOL/YESHIVA/SEMINARY ATTENDED

---

FROM

TO

DEGREE EARNED

---

LICENSES: A.

B.

## II. SCHOOL INFORMATION:

---

NAME OF SCHOOL

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ADDRESS

---

EMAIL ADDRESS

PHONE

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HEAD OF SCHOOL/PRINCIPAL

## III. FACULTY MEMBERS' EXPERIENCE: PREVIOUS TEACHING EXPERIENCE:

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SCHOOL

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FROM

TO

ADDRESS

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SCHOOL

---

FROM

TO

ADDRESS

## IV. EXTRA-CURRICULUM:

### TEACHING RELATED ACTIVITIES:

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## GENERIC LONG-TERM STRATEGIC PLAN PLANNING AND REPORTING FORMAT

|  |                 |                       |                        |
|--|-----------------|-----------------------|------------------------|
| <b>(OBJECTIVE 1) School will work to be more inclusive within the community</b>  |                 |                       |                        |
| <b>(STRATEGY 1) Ascertain involvement of all stakeholders (administration, staff, students, parents and board members)</b> |                 |                       |                        |
|  | <b>Timeline</b> | <b>Responsibility</b> | <b>Progress Report</b> |
| (ACTION STEP 1)  |                 |                       |                        |
| (ACTION STEP 2)  |                 |                       |                        |
| <b>(STRATEGY 2) Develop comprehensive PR strategies</b>  |                 |                       |                        |
|  | <b>Timeline</b> | <b>Responsibility</b> | <b>Progress Report</b> |
| (ACTION STEP 1)  |                 |                       |                        |
| (ACTION STEP 2)  |                 |                       |                        |

|  |                 |                       |                        |
|--|-----------------|-----------------------|------------------------|
| <b>(OBJECTIVE 2) Research-based student performance data will drive instructional initiatives and propel higher order thinking</b> |                 |                       |                        |
| <b>(STRATEGY 1) Data Collection</b>  |                 |                       |                        |
|  | <b>Timeline</b> | <b>Responsibility</b> | <b>Progress Report</b> |
| (ACTION STEP 1)  |                 |                       |                        |
| (ACTION STEP 2)  |                 |                       |                        |
| <b>(STRATEGY 2) Analysis of the data and how it drives instruction and course selection and planning</b>                           |                 |                       |                        |
|  | <b>Timeline</b> | <b>Responsibility</b> | <b>Progress Report</b> |
| (ACTION STEP 1)  |                 |                       |                        |
| (ACTION STEP 2)  |                 |                       |                        |

|  |                 |                       |                        |
|--|-----------------|-----------------------|------------------------|
| <b>(OBJECTIVE 3) To foster more use of educational Media in the classrooms</b>                           |                 |                       |                        |
| <b>(STRATEGY 1) Data Collection</b>  |                 |                       |                        |
|  | <b>Timeline</b> | <b>Responsibility</b> | <b>Progress Report</b> |
| (ACTION STEP 1)  |                 |                       |                        |
| (ACTION STEP 2)  |                 |                       |                        |
| <b>(STRATEGY 2) Analysis of the data and how it drives instruction and course selection and planning</b> |                 |                       |                        |
|  | <b>Timeline</b> | <b>Responsibility</b> | <b>Progress Report</b> |
| (ACTION STEP 1)  |                 |                       |                        |
| (ACTION STEP 2)  |                 |                       |                        |

# NOTES