

BS"D

MERKOS L'INYONEI CHINUCH

NATIONAL ACCREDITATION BOARD



ACCREDITATION OVERVIEW

BASIC STANDARDS

AND

APPLICATION FORM

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**APPLICATION PROCESS:
PROSPECTIVE SCHOOLS SEEKING ACCREDITATION ELIGIBILITY STATUS**

In order for a prospective Early Childhood Center, Elementary, or High School to be accredited through the MLC National Accreditation Board, the school must successfully:

- (1) Be in compliance with the Initial Application Requirements
- (2) Complete the Self-Study Process – which includes the completion of a self-study and the development of a strategic plan for school improvement
- (3) Host an on-site accreditation team visit.

INITIAL APPLICATION REQUIREMENTS

What follows are the practical steps prospective schools need to take in order to apply for accreditation eligibility status.

The first step for prospective schools seeking *Accreditation Eligibility Status*, is to submit the following Initial Application requirements:

- A) A Letter of Intent from the School Head** indicating that s/he has reviewed the application process, the basic standards for accreditation, and the manual of principles and standards with the governing authority and school/education committee.
- B) A Letter of Intent from the Governing Body** of the school indicating that they have reviewed the application procedures, the principles and standards, and they understand the requirements of the accreditation process. This letter should state the governing authority is committed to ensure that the school will meet all requirements for accreditation.
- C) A Completed Application Form.**
- D) Payment of the Application Fee:**

Application Fees:

Early Childhood Centers - \$1,000

Elementary Schools - \$2,000

High Schools - \$1,800

School System, E/C – H.S. - \$4,000

Re-Accreditation - \$1,000

This is exclusive of the cost of the school visits

E) Re-Accreditation Requirements:

The school must complete an application, including the required fee, and review the entire accreditation protocol of self-study and site visitation.

INITIAL REVIEW

Upon receipt of the Initial Application requirements, the director of the National Accreditation Board will either immediately review the application, or at his/her discretion appoint a representative(s) of the board to make a preliminary visit.

The purpose of a visit is to review the initial application requirements on-site, and ascertain the readiness of the school to continue with the application process. The representative(s) will then submit a written report of its findings to the director.

Whichever method of review is chosen, the director shall communicate the findings to the administrator of the prospective member school.

- If the findings are that the school **has not** met the initial application requirements, the report will outline the necessary actions the school needs to undertake to satisfy the requirements.
- If the findings are that the school **has** met the initial application requirements, the school shall be considered a candidate for accreditation within the association and will be granted *pre-accreditation (eligibility)* status.

Upon being accepted as a candidate, the school shall be granted a period of no more than eighteen months to finish the application process – this includes the completion of the self-study (including strategic improvement plan,) and the site accreditation team visit. If the self-study and visit are not completed within the eighteen-month time frame, the school should inform the director of the circumstances preventing its completion. At his discretion, the school may be given an extension or the school may be required to begin the application procedures anew.

SCHOOL SELF- STUDY

Schools accepted as candidates for accreditation may proceed with the self-study process. The self-study process itself includes two components:

- Completion of a **Self-Study**.
- Development of a long-range **Strategic Improvement Plan**.

As the school readies itself for the self-study it is required to communicate its plans to the director. The information requested is as follows:

- 1) A timeline of the Self-Study process.
- 2) A statement of how the various groups which form the steering committee, i.e. the board of trustees, and educational committee will be involved in the self-study process, and how they will be informed of the study outcomes.

ON-SITE ACCREDITATION TEAM VISIT

Following the self-study process, the school will host an on-site accreditation team visit. (See Accreditation Principles and Standards P18)

TEAM REPORT

Following the on-site visitation, the team will create a report to be distributed to the prospective school and the National Accreditation Board. In this report will be included the findings and recommendations for their visit. Upon receipt of this report the board will make a determination as to the accredited status of the school, in addition to the accreditation eligibility status. (See Accreditation Principles and Standards P19)

INITIAL ACCREDITATION / AND FOLLOW UP

Upon receiving the MLICNAB National Accreditation, member schools are granted *Accredited Status*, and issued formal accreditation certificates and will become eligible to apply for NCPA accreditation. After the first year, a report on the progress of the recommendations of the visiting team and strategic improvement plan will be completed by the school. (see Accreditation Principles and Standards P19)

ANNUAL REPORT

An annual report on continued accreditation will be filed each year by the accreditation school.

COOPERATIVE ACCREDITATION

NAB as a member of NCPSA has a cooperative accreditation agreement with many other accrediting agencies. example, A school may choose for to go through a NAB protocol and simultaneously receive Middle States Association of Colleges and Schools accreditation. The school will need to contact MSA, complete an MSA application (with the requisite fee).

FIFTH YEAR RENEWAL REQUIREMENTS

- During the fifth year after initial accreditation, a new self-study will be undertaken.
- At the conclusion of the fifth-year self-study, schools are required to host an on-site accreditation team visit. (See guidelines for on-site accreditation team visits).

OVERVIEW OF BASIC STANDARDS FOR YESHIVA DAY SCHOOL ACCREDITATION

1. CANDIDACY STANDARDS

- 1.1 The primary purpose of the sponsoring organization is to operate as an Early Childhood Center, Yeshiva Day School or High School; to educate Jewish children in both Judaic and general studies.
- 1.2 The school is chartered, licensed, and meets applicable federal, state, and local laws in all its operations.
- 1.3 Facilities and funding are adequate to offer an educational program on Pre-School, Elementary or High School levels.
- 1.4 The administration and staff are appropriately qualified for their assigned duties.
- 1.5 Provisions are made to account for students' attendance, academic progress, personal growth, health and safety.
- 1.6 The philosophy and goals of the school have been appropriately articulated and published.
- 1.7 All of the school's operations are open to evaluation by the National Accreditation Board.
- 1.8 The school operations are guided by Halachic requirements in all matters.
- 1.9 The school has published a statement of non-discriminatory policy.

2. SELF-STUDY AND EVALUATION STANDARDS

2.1 The school will submit a clearly stated Philosophy of Jewish Education, setting forth the examined beliefs of the school's faculty, administration, and policy making authority about the education of its students, as well as the school's mission and goals have been published.

2.2 The school will undertake a study of the school and its community * which describes and analyzes the students the school serves, the community in which they reside, and the resources the community offers in support of the educational activities of the school.

2.3 The school will examine all its learning and pupil services in the light of its philosophy, i.e. that they will implement in fact what the philosophy states in theory.

2.4 The school will show that the outcomes of the educational experiences are evaluated, and the evaluations reveal results which are representatives of Yeshiva or Day School education in general, and meet reasonable expectations of the community served by the school.

2.5 The resources of the school are evaluated in the light of its philosophy, areas of learning, and student services.

2.6 The evaluative judgments by the faculty are stated in the self-study.

2.7 The visiting team will need to confirm that the data and analysis in the self-study report accurately reflect the state of affairs in the school.

2.8 The visiting team will be able to confirm that the self-study is a cooperative and well-organized institutional effort and the faculty knows the content of the self-study report.

2.9 The visiting team will confirm that the materials used to publicize the school and its services accurately reflect the school's offerings to students.

2.10 The visiting team will confirm that no significant element of the self-study is omitted from the self-study report.

2.11 The visiting team will confirm that the school evaluated itself in relation to its stated philosophy and identified needs of its community.

2.12 The visiting team report will confirm that the team had complete access to all the school's facilities, records and personnel, ** and is satisfied that its judgments of the school are dependable.

2.13 The school develops a strategic action plan for its long-term improvement.

3. OPERATIONAL STANDARDS

3.1 The governing body of the school has established policies and has instituted consistent procedures and regulations to implement the policies. It maintains the continuity of school events and demonstrates an effective grasp of problems that may arise.

3.2 In all matters requirements of Halacha are paramount. The school must identify the Halachic authority to whom it refers its halachic questions.

3.3 Evaluation (both formal and informal) is an effective and continuing aspect of school experience.

3.4 The education personal resources, physical plant, and fiscal management are representative of Yeshiva Day School practice recommended by Torah Umesorah or the Chinuch Office of Merkos and are sufficient and so deployed as to implement the purposes of the school and assure the health and safety of its students.

3.5 Relationships are professional, productive, and conducive to cooperative action.

3.6 Communications are accurate and convey information to all who need it.

4. DEVELOPMENTAL STANDARDS

4.1 The school maintains projections of enrollment, income, expenditures, and other matters which bear heavily upon controlled development.

4.2 The school has models for the analysis of student experience which produce understandings useful in improving its quality.

4.3 The school maintains planning procedures that include participation by representative elements of the school's faculty and community which guide a continuous effort to improve the quality of its service.

4.4 The school's policy making authority is committed to goals of demonstrated strategic merit.

* Community Study includes the students, their families, the network of groups and institutions with which the school interacts, the school's governance, and the school's finances.

**

- Interviewed all who has a leading role in the self-study
- Visited all classrooms and teaching settings
- Interviewed the policy making authority
- Interviewed students
- Interview parents

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MLIC NATIONAL ACCREDITATION BOARD APPLICATION

DATE: _____

I. SCHOOL NAME/ADDRESS:

Official Name of School:

Address:

City: _____

State: _____

Zip: _____

Phone: _____

Email: _____

Branches:

Affiliated With: _____

Corporate Name: _____

Incorporated In: _____

State Year

Registered In: _____

State (attach registration certificate)

Accredited By: _____

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II. GOVERNING BODY

Officer of the Board

Name/Title _____

Address _____

Name/Title _____

Address _____

Name/Title _____

Address _____

Name/Title _____

Address _____

III. SCHOOL HEAD(S):

Name of School Head: _____

Official Title: _____

Address: _____

Name of School Head: _____

Official Title: _____

Address: _____

ASSISTANTS/DEPUTIES:

Name of Assistant: _____

Official Title: _____

Address: _____

Name of Assistant: _____

Official Title: _____

Address: _____

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IV. SCHOOL INFORMATION:

No. of Classes:

No. of Students:

Grade Served [] Preschool ___to___ ___ ___

Boys Girls

[] Elementary ___to___ ___ ___

Boys Girls

[] Secondary ___to___ ___ ___

Boys Girls

Total Enrollment_____

V. FACULTY:

No. Preschool Teachers: _____ Assistants: _____

No. of Elementary School Teachers: Judaic(full)___ (P/T) ___

General(full) ___ P/T___

No. of Secondary School Teachers: Judaic(full) ___ (P/T) ___

General(full) ___ P/T___

No. of Special Education Teachers: Judaic(full) ___ (P/T) ___

General(full) ___ P/T___

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SPECIALTY FACULTY:

Position: _____	_____	_____
	No. of full time	No. of part time
Position: _____	_____	_____
	No. of full time	No. of part time
Position: _____	_____	_____
	No. of full time	No. of part time
Position: _____	_____	_____
	No. of full time	No. of part time
Position: _____	_____	_____
	No. of full time	No. of part time

ACCREDITATION EXPECTATIONS:

Date Formal Accreditation Process to Begin: _____

Projected End of Self Study: _____

Projected Dates for Site Visitation: _____

Signature of School Head(s): _____

Signature of Governing Body Head(s): _____

Signature of Head of Educational Committee: _____

ATTACHMENTS:

- Letter of Intent: School Head
- Letter of Intent: Governing Body
- Application Fee

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