

# *Missouri Nonpublic School Accrediting Association*

---

*Member of the National Federation of Nonpublic School State Accrediting  
Association*

## **ACCREDITATION HANDBOOK**

**FIFTH REVISED EDITION, 2005**

*MISSOURI NONPUBLIC SCHOOL  
ACCREDITING ASSOCIATION*

**ACCREDITATION HANDBOOK**

*Direct all communication to:*

*Missouri Nonpublic School Accrediting Association  
20 Archbishop May Drive  
St. Louis, MO 63119*

# TABLE OF CONTENTS

<b>Purpose and Guiding Principles</b> .....	1
<b>Association History and Recognition</b> .....	1
<b>Member Institutions</b> .....	2
<b>Standards</b> .....	2
<b>Procedures</b>	
Admissions .....	3
Re-accreditation .....	3
Accreditation Categories .....	4
Dues .....	5
Review of Board of Directors.....	5
Publication of Member Schools .....	5
<b>Membership and Improvement Standards</b>	
Mission Statement and Philosophy .....	7
Climate .....	9
Leadership .....	11
Professional Staff .....	13
Curriculum .....	15
Instruction .....	16
Services.....	18
Facilities .....	20
Finance and Planning .....	21
<b>Optional Program Standards</b>	
Pre-School Program.....	23
Before and After School-care Programs.....	24
Special Education School and Programs .....	25
<b>By-Laws</b> .....	26
<b>Annual Report Form</b> .....	30

## Missouri Nonpublic School Accrediting Association

### *Purpose and Guiding Principles*

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

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

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

- a school is judged, as far as possible, in terms of its own philosophy. The fact should be recognized that although individual differences exist among schools, accreditation will be based on a school's ability to demonstrate adherence to certain standards or conditions that provide potential for quality education.
- standards, to be of value, should be stimulating and conducive to educational growth; they should be guides for continuous self-evaluation and should provide the incentive to strive constantly toward stated goals for improvement.
- the standards listed in this handbook apply to all schools that are seeking accreditation. However, the sponsoring agency may assign additional standards and/or criteria for its schools; in such a case, these standards and criteria shall be required for accreditation.

some divergence from designated standards may occur that will not greatly detract from the educational merits of an institution. The determination will be made on a case-by-case basis.

### *History and Recognition*

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

The national organization gives state chapters both the responsibility and the flexibility to establish their own charters, by-laws, and admission requirements, as well as standards and criteria for accreditation. The Missouri Chapter meets the criteria established by the National Association and works closely with the sponsoring agencies of schools which seek accreditation (see **By-Laws**, page 26).

The National Federation of Nonpublic School State Accrediting Associations is recognized by the

United States Department of Education. (Confirmation specified 1/12/88 in written communication between Ramon Ruiz, Deputy Director of the Division of Educational Support, and Charles O'Malley, Executive Assistant for Private Education, United States Department of Education.)

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

## ***Member Institutions***

---

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

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

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

## ***Standards***

---

### **Membership Standards**

These are the initial requirements for schools seeking accreditation. When a prospective school makes application it must comply with these standards.

### **Improvement Standards**

Member schools must be committed to ongoing pursuit of standards which provide the framework for ongoing self-evaluation and improvement. Member schools would not be expected to meet all of the improvement standards, but would be expected to be striving to reach these standards which are closely identified with schools of excellence. The school's Plan for Improvement should reflect steps to achieve these standards.

In order to renew accredited status, member schools must continually comply with the membership standards and demonstrate continued efforts towards achieving the improvement standards.

## ***Procedures***

---

### ***Admission***

#### ***Requirements***

As a prerequisite to application, a school must meet the membership standards and conduct a self-evaluation and formulate a plan of action under the direction of its sponsoring agency. The President of the Accrediting Association shall provide non-affiliated schools with a listing of approved evaluation tools and processes. The evaluation process shall be completed within a year of the application for membership.

### ***Process***

Schools that are affiliated with a group of schools, when seeking membership, shall formally request admission through the chief administrator of their sponsoring agency (e.g., diocese, association). Non-affiliated schools seeking membership shall submit a letter of formal request directly to the President of the Accrediting Association stating their intent.

The agency chief administrator or the President of the Accrediting Association shall send necessary information and materials to the school requesting membership.

The prospective member school, after assessing its capability to meet the standards, shall declare its intent of becoming a member by submitting a completed ***Annual Report Form*** (see form, page 30) to its chief administrator or to the President of the Accrediting Association.

## ***Re-Accreditation***

### ***Process***

Schools are re-accredited on an annual basis. It is the responsibility of accredited schools to file an ***Annual Report Form*** (see form, page 30) prior to May 1 of each year. These reports along with the annual dues are submitted to the school's sponsoring agency or to the Accrediting Association President for a non-affiliated school.

The agency's designated officer reviews the report and signs it if the school meets the requirements of the agency and has a plan of action that demonstrates a viable plan for school improvement.

An evaluation committee of the Missouri Chapter reviews all reports that have been approved by agency directors along with reports of non-accredited schools. This committee recommends to the Board of Directors a specific accreditation status for each school. The granting of accreditation and the recommending of accreditation status is based upon the completion of the ***Annual Report Form*** and other requirements specified in this handbook.

### ***Deviation from Standards***

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

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

### ***Ongoing School Improvement Process***

Member schools are required to conduct a school improvement process at an interval designated by its sponsoring agency. The interval for conducting the

school improvement process for non-affiliated schools will be determined jointly by the President of the Association and the individual school.

### ***Accreditation Categories***

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

- **Initially Accredited:** In applying for accreditation for the first time, the school is granted “initial” accreditation status when it has completed a school improvement process, has a plan of action in place, has met all the membership standards of the accrediting association, and has a plan in place to address deficiencies in regard to the improvement standards.
- **Accredited:** After a school is initially accredited, it re-applies for accreditation each year. A school is granted “accredited” status when it continues to meet all membership standards and continues to show progress in its efforts to meet improvement standards.
- **Accredited with First Warning:** An accredited school does not satisfactorily meet the membership standards or the policies of the sponsoring agency, and does not demonstrate progress towards addressing improvement standards. These resulting deficiencies detract from the total educational program.
- **Accredited with Second Warning:** A school has received a first warning and yet consistently fails to make substantial progress toward removing deficiencies or consistently violates policies of the sponsoring agency.
- **Loss of Accreditation:** A school finds it impossible to meet the membership standards and improvement standards or refuses to do so. A school’s accreditation shall not be dropped without two warnings. To apply for re-admission to the Association after losing accreditation a school must follow the admission process outlined in this manual.
- **Voluntary Withdrawal:** A school voluntarily requests to withdraw or the school is discontinued. Failure to submit the ***Annual Report Form*** will be interpreted as a request to withdraw from accreditation. To apply for re-admission in the Association after voluntarily withdrawing, a school must follow the admission process outlined in this manual.

### ***Appeals Process***

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

## ***Dues***

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

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

## ***Review by Board of Directors***

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

## ***Publication of Member Schools***

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

# **Membership and Improvement Standards**

# **I. Mission Statement and Philosophy**

The mission statement is a clear, concise expression that references the identity and purpose of the school, its commitment to a quality education, and unique elements and special features of the school. The mission statement is a necessary and powerful tool for planning, implementing, and evaluating the desired outcomes of the school.

The philosophy is a statement of beliefs and values that provides direction for the entire educational effort of the school, including how students learn and what is to be learned. This statement gives direction to goal setting, curriculum development, selection of instructional materials and methods, and administrative procedures.

## **Membership Standards**

- 1.0a** The school has a written mission statement that is a clear, concise expression which reflects the shared understanding of the school community.
- 1.0b** The school has a written philosophy that is consistent with sound educational and psychological principles reflecting how children learn, grow, and develop.
- 1.0c** The mission statement and philosophy are consistent with the doctrines and beliefs of the Church, institution, or Board with which the school is affiliated, the needs of students, and the requirements of a global society.
- 1.0d** The philosophy reflects parental/guardian participation in educational planning for all students.

## **Improvement Standards**

- 1.1** The total school program is consistent with the written mission statement and philosophy.
- 1.2** Formation and revision of the mission statement and philosophy involve the school staff, board members, families, students, and others when appropriate.
- 1.3** New staff members and new members of the school community are oriented to the mission statement and philosophy.
- 1.4** The mission statement and philosophy are effectively communicated to students, families, staff, and sponsoring agency.

## **Mission and Philosophy (continued)**

- 1.5** The school demonstrates that the mission statement and philosophy are used as the guiding documents for the school community and its program and activities.

- 1.6** The educational rights of all students are addressed in the philosophy, with a commitment to meeting the particular needs of students not learning within the limits of the traditional school setting.

## **II. Climate**

---

The school climate is productive, peaceful, safe, and orderly. This type of atmosphere is conducive to the processes of effective learning and teaching. The school community maintains high expectations for both learners and teachers, fostering positive self-concepts, academic competence, and personal confidence.

Students, teachers, and parents/guardians are full and active participants in the school community. Effective communication between and among all segments of the community is maintained to foster a positive and harmonious school climate.

### **Membership Standards**

- 2.0a** The school climate is based upon respect for all persons.
- 2.0b** The school has an established written discipline policy that positively reinforces accepted behavior and promotes self-discipline.
- 2.0c** The school handbook includes a statement that requires school personnel to report to the Missouri Division of Family Services, if they have reasonable cause to suspect that a child known to them in their professional capacity may be abused or neglected.
- 2.0d** Programs are in place that foster home-school relationships.
- 2.0e** The educational program enables students to:
  - a. take an active part in their learning process;
  - b. grow in self-management, decision-making, and problem-solving;
  - c. resolve conflicts in peaceful ways;
  - d. feel positive about their academic competencies and themselves; progress in all areas of their development.

### **Improvement Standards**

- 2.1** The school climate invites exploration, experimentation, movement, and activity.
- 2.2** Training is provided to instruct and encourage parent/guardians on their role as primary educator of their children and on ways to build a harmonious school-home relationship.
- 2.3** Guidelines are published that facilitate communication and interaction between members of the school community.
- 2.4** The school cooperates with other educational programs within the parish and civic communities.

### **Climate (continued)**

- 2.5** Scheduled time for study and reflection is provided to the students and staff.

- 2.6** Students are appropriately transitioned into the educational program when they enroll in the school, as they move from pre-school to the elementary school, and as they move from one grade level to the next.
- 2.7** Information is available to families regarding educational alternatives, when the present educational program is completed or judged no longer appropriate for the student's needs.
- 2.8** The administration fosters communication with the receiving school/class regarding the needs of students transferring from their school/class to another educational program.

### **III. Leadership**

---

The aim of leadership in the educational setting is to provide a climate conducive to learning, where individuals in the school may exercise the right to develop their potential to the fullest.

The administrator of the school is given the authority by a pastor, board, or governing body to insure the successful functioning of the school in all phases of its program. This leader guides the school community in the identification of shared beliefs and establishment of agreed-upon goals. In addition, the administrator facilitates the development of a healthy learning environment and instructional program that moves the school forward to the realization of the mission. The quality of leadership provided by the administrator (principal) is a prime factor in the effectiveness of the school.

The board of education (board of directors) of the school provides leadership in setting policy for the school. The board, working closely with the administrator, concerns itself with such issues as policy development, long range planning and development, and budget.

#### **Membership Standards**

- 3.0a** The administrator possesses a minimum of a Master's Degree with at least twenty hours of graduate work in educational administration/leadership or state certification in administration or has a written plan to complete his/her degree/certification in educational administration.
- 3.0b** The administrator understands and is committed to the mission and philosophy of the school.
- 3.0c** The administrator's qualifications and job description are clearly stated.
- 3.0d** The administrator is evaluated regularly as required by the sponsoring agency.
- 3.0e** The school has a board of education that is responsible for formulating the policies of the school.
- 3.0f** The administrator is involved in the selection, assessment, evaluation, retention, and dismissal of all professional and support personnel hired for the school.
- 3.0g** The administrator provides training for professional and support staff in regard to the laws pertaining to the reporting of child abuse.
- 3.0h** New board of education members are oriented to their role and responsibilities.

#### **Leadership (continued)**

- 3.0i** The board of education operates out of a written constitution.

#### **Improvement Standards**

- 3.1** The administrator provides the spiritual (if appropriate), instructional, and managerial leadership for an effective educational program.
- 3.2** The administrator has an ongoing plan for professional and spiritual development. There is evidence of personal commitment to life-long learning.
- 3.3** The administrator is certified in educational administration.
- 3.4** The administrator is knowledgeable in the traditional heritage of the Church or institution as well as the current teachings, documents, and direction.
- 3.5** The board of education is appropriately involved in policy issues.
- 3.6** The board annually evaluates its effectiveness in carrying out its roles and responsibilities.

## **IV. Professional Staff**

---

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

Professional development programs focus on school improvement and professional growth as these relate to the goals of the school mission and philosophy. Staff members are actively involved in planning their professional growth.

### **Membership Standards**

- 4.0a** All full-time teachers have a state teacher certificate or are working toward this certification.
- 4.0b** For sectarian schools, teachers of Religion/Theology fulfill the requirements and/or certification as designated by the sponsoring agency or have a written plan in place as to how they will fulfill this requirement.
- 4.0c** Child abuse and neglect screening is completed for all professional staff who work with students. This screening is done upon initial employment and periodically thereafter.
- 4.0d** All professional staff have current health records of medical examination and tuberculosis testing, as required by the local health department.
- 4.0e** All professional staff are evaluated regularly as required by the sponsoring agency.
- 4.0f** All professional staff participate annually in ongoing professional development and inservice opportunities which are developed in light of best practices in professional development, their identified needs and the needs of the learners and the school.
- 4.0g** An orientation and mentoring program is in place for new teachers.
- 4.0h** Each member of the professional staff has a written plan for ongoing professional development on file with the administrator.
- 4.0i** Discriminatory practices based on racial, ethnic background, or sex are not used in hiring of school personnel. In church-affiliated schools, preference may be given to members of that faith.
- 4.0j** The school provides to all professional staff holding a state teaching certificate the procedures and programs in the areas of mentoring, professional evaluation, and record keeping/reporting necessary for these staff member to maintain their certification.

## **Professional Staff (continued)**

### **Improvement Standards**

- 4.1** All teachers are aware of the traditional heritage of the Church or Institution as well as the current teachings, documents, and directions.
- 4.2** Teachers have an understanding of and are committed to the philosophy and goals of the school.
- 4.3** Professional development opportunities are made available for all staff.
- 4.4** At least one staff member on duty has current certification in first aid and/or CPR.

## **V. Curriculum**

---

The school curriculum includes all concepts, skills, and values that are planned, guided, and sponsored by the school. The students' needs, abilities, and interests are taken into consideration when the curriculum is developed. The curriculum reflects the mission statement and philosophy of the school and develops the student's responsibility and care for self, family, community, and the world.

### **Membership Standards**

- 5.0a** The school has a written curriculum that reflects the mission and philosophy of the school.
- 5.0b** The curriculum meets the needs of its students and reflects the fundamental principles of student growth and development as well as the specific learning theories accepted by the school.
- 5.0c** The curriculum includes, but is not limited to, the following:

religion (where applicable)	science
mathematics	fine arts
language arts	physical education
social studies	health and safety
technology	
- 5.0d** The school has a systematic standardized testing program in place.

### **Improvement Standards**

- 5.1** The curriculum relates to the life experiences and environments of the students and reflects an awareness and appreciation of the cultural diversity found in the local community, nation, and the world.
- 5.2** The board of education, staff, families, students, and the community have appropriate involvement with the curriculum.
- 5.3** The school regularly evaluates and revises the curriculum.
- 5.4** A comprehensive approach to student assessment is in place.
- 5.5** A systematic standardized testing program is utilized in diagnosis and prescription of student learning as well as evaluation and revision of the curriculum.

## **VI. Instruction**

---

Instruction is the process of delivering the school's curriculum to students. Instruction helps students learn and enables them to develop and meaningfully use concepts and skills. Instruction also fosters the development of attitudes, understandings, values, and beliefs by students.

Instruction is the establishment of an environment, the accessibility to resources, and the facilitation of experiences that support all learners in constructing and exhibiting knowledge.

Instructional materials, equipment, and community resources are selected to support the curriculum and the instructional process. A variety of print and non-print manipulative materials and technology is provided to accommodate individual differences in students.

### **Membership Standards**

- 6.0a** The school provides an instructional program that meets the needs of its students.
- 6.0b** The school meets state requirements for days, attendance, and hours of instruction.
- 6.0c** Materials and equipment are adequate in quality and quantity to meet the needs of students and the curricular goals and objectives of the school.
- 6.0d** The school has a planned program for reporting the academic performance of students.

### **Improvement Standards**

- 6.1** Instruction gives evidence of the following:
  - a. effective direction and guidance during learning activities;
  - b. well-defined curriculum goals;
  - c. selection and use of varied types of teaching and learning materials and experiences;
  - d. adjustment of method and organization to conditions and needs of students as a group and as individuals;
  - e. use of varied instruments and procedures in the evaluation of students' learning and the quality of instruction;
  - f. use of appropriate technology to deliver curriculum and enhance learning.
- 6.2** Teaching strategies reflect the current understanding of best practices and are appropriate for student age, interest, and achievement level.
- 6.3** Provisions are made for identification of and assistance to students with special needs.

### **Instruction (continued)**

- 6.4** Materials and equipment are selected on the basis of their potential to fulfill the mission statement, philosophy, and curriculum goals of the school.
- 6.5** The school has a written plan to effectively utilize technology within instruction. Resources promote and enhance student knowledge, use, and application of technology.
- 6.6** The collection of instructional/learning materials and media is inventoried, classified, and catalogued according to a recognized and accepted system.

- 6.7** Instructional materials and equipment are regularly evaluated, updated, maintained, and serviced.
- 6.8** Resources available in the wider community are utilized when this enhances the learning of students and supports the educational objectives.

## **VII. Services**

---

Education encompasses every area of student development. The school is concerned with the quality and variety of services offered to provide for the needs of the whole child.

### **Membership Standards**

- 7.0a** The school maintains cumulative health and permanent academic records for each student. These records are stored in a secure location.
- 7.0b** The school has a crisis management plan that is followed in cases of accidents, emergencies, and disasters. These procedures are made known to the staff, students, and families.
- 7.0c** Standard requirements for safety are met including:
- fire and others drills,
  - a plan to deal with blood-borne pathogens,
  - CPR and first aid training,
  - training in administration of medication.
- 7.0d** Child abuse and neglect screening is completed for all volunteers who work with students. The screening is done upon initial employment and periodically thereafter.
- 7.0e** Inspection of the physical plant and grounds to identify safety hazards is made periodically, with the school taking steps to remedy any identified deficiencies.
- 7.0f** Provisions are made for the safety of students when being transported by the school; reasonable precautions are made for safety when children arrive and leave the school premises.
- 7.0g** The use of potentially hazardous materials and tools by students is supervised and in compliance with state and federal regulations.
- 7.0h** Adequate supervision for students is provided at all times.
- 7.0i** The kitchen and dining areas used by the school meet health and safety regulations.
- 7.0j** The school has developed a Wellness Plan that has been communicated to staff, students and families.

### **Improvement Standards**

- 7.1** The school provides for adequate health services.

## **Services (continued)**

- 7.2** Faculty and staff receive training in recognizing the signs and symptoms of substance abuse (and other behaviors of concern) and are trained in implementing the school's intervention strategies.
- 7.3** If a cafeteria program is provided, adequate and qualified personnel are available to plan and serve a variety of well-balanced, wholesome meals in full accordance with local, state, and federal regulations. If there is no cafeteria program offered, adequate accommodations and supervision are provided for whatever type of program is available.
- 7.4** A variety of extra-curricular activities is provided to adequately meet the interest and needs of students.

## **VIII. Facilities**

---

In order to achieve the purposes of the school, facilities need to be adequate and well-maintained.

### **Membership Standards**

- 8.0a** The location, school grounds, and physical plant support an adequate instructional program that is consistent with the school's purposes and needs of the students.
- 8.0b** There is evidence of effective housekeeping designed to provide a safe, sanitary, and attractive environment for learning.
- 8.0c** The physical plant is in good repair and meets the various requirements for heating, ventilation, and illumination.
- 8.0d** The physical plant is in compliance with all government regulations.
- 8.0e** All appropriate safety standards, as required by local safety officials and insurance requirements, are met.
  - a. An adequate number of regularly inspected fire extinguishers is placed throughout the building;
  - b. Exit routes are described and copies posted in each room;
  - c. An adequate warning system is maintained for fire, tornado, earthquake, etc.
  - d. Appropriate safety drills are conducted and recorded.

### **Improvement Standards**

- 8.1** The physical plant is energy efficient.
- 8.2** The physical plant provides a comfortable environment for the staff and students throughout the year.
- 8.3** There is a plan to enhance the school facilities in order to meet emerging instructional needs and the overall needs of the school community. The plan is reviewed periodically.

## **IX. Finance and Planning**

---

The school demonstrates accountability for the use of its financial resources. Plans for recruitment/retention of enrollment, development, marketing, and public relations are in place

within the educational community.

The school systematically and comprehensively evaluates educational programs and services. The planning process clearly delineates a strategy for school improvement.

### **Membership Standards**

- 9.0a** The school operates by means of a carefully planned and regularly monitored annual budget. This budget reflects its mission, philosophy, and priorities.
- 9.0b** Sufficient resources are available to implement a quality instructional program.
- 9.0c** The school engages in short term and long term planning as part of the school improvement process. The annual plan for improvement is formulated and/or updated by the staff and board of education.
- 9.0d** Annual funding is allocated to staff development activities/programs.

### **Improvement Standards**

- 9.1** The budget is planned through collaboration of board, principal, and pastor (in sectarian schools).
- 9.2** The school has adequate financial resources to maintain its operation.
- 9.3** Development activities and fundraising are to be promoted by board, staff, and families. These activities are evaluated regularly.
- 9.4** The school engages in marketing activities that promote adequate enrollment for the school.
- 9.5** The school maintains visibility in the parish and neighborhood community it serves. A public relations program provides appropriate publics with information and news about the schools program, activities, and operations.

# Optional Program Standards

The following membership standards apply only to those schools that have  
A **preschool** or **before and after school care program** administered by the principal  
and  
to **special education schools or programs**.

## **X. Pre-School Program**

---

A pre-school program is an educational program for three to five-year old children. The principal of the elementary school is administratively responsible for the program. The following membership standards apply only to the pre-school program as defined above.

### ***Membership Standards***

- 10.0a** There is an adequate adult-child ratio for each group of children. Minimum ratios of qualified adults to children are:
  - a. at least 1 adult to 10 children, age 3 & 4.
  - b. at least 1 adult to 16 children, age 5 and up.
- 10.0b** Non-instructional personnel meet the minimum age requirements for carrying out their assigned responsibility.
- 10.0c** Pre-school teachers shall be educated in early childhood education/child development and hold appropriate certification or have a written plan in place as to how they will fulfill this requirement.
- 10.0d** Pre-school assessment includes regular observations of the child, anecdotal records, developmental checklists, and portfolios.
- 10.0e** A variety of learning materials is available in the following areas: science, drama, housekeeping, construction, transportation, creative arts, language, library, manipulatives, large muscle, and music and movement.
- 10.0f** Furniture is child-sized and adequate for the number of children served.
- 10.0g** A variety of materials is accessible, so that all children can make choices independently.
- 10.0h** Space is provided for children to work individually and in small or large groups.
- 10.0i** There are well-defined areas where children can freely move about without interfering with one another's activities.

## **XI. Before and After School-care Programs**

---

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

following membership standards apply only to the before and after school-care programs as defined above.

## **Membership Standards**

- 11.0a** Philosophy, policies, and procedures are consistent with those of the school.
- 11.0b** Staff is adequate in number.
- 11.0c** Staff is screened by the appropriate agencies, have appropriate pre-service and in-service training, and meet age requirements.
- 11.0d** There is always a minimum of two adults, eighteen years of age or older, on the premises. At least one must be a member of the school staff.
- 11.0e** The program provides a variety of safe activities and experiences to meet the needs and interests of students.

## **XII. Special Education School and Program**

---

A special education school and program serves children with learning needs that are severe enough to require the services of teachers who have specialized degrees in specific disabilities. The following membership standards apply only to the special education school and program as defined above.

### **Membership Standards**

- 12.0a** Administrators have experience and preparation for working with special- needs students.
- 12.0b** Teachers are appropriately trained to work in the area of special education in which they teach.
- 12.0c** Teachers are trained in developing a service plan/ service plan appropriate to the needs of each student.
- 12.0d** Curriculum is adapted to allow students to progress at their individual learning rate and to facilitate transition from level to level.
- 12.0e** Provision is made to allow students to attend regular classes when appropriate, and plans for transition from one placement to another are in place.
- 12.0f** Interdisciplinary services (physical therapy, speech, occupational therapy, counseling, etc.) related to handicapping conditions are either provided or referral resources are communicated to the families.
- 12.0g** Service plans/strategic plans are available in each student's file.
- 12.0h** Reasonable accommodations are made in the physical plant to allow easy use of facilities by handicapped students.

***Missouri Chapter of the National Federation  
of  
Nonpublic School State Accrediting Association***

# ***By-Laws***

## **Article One            Name of the Association**

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

## **Article Two            Officers and Directors**

The Board of Directors of the Accrediting Association shall be composed of no more than sixteen  
(16) members of whom shall be included the following:

- A.    One representative appointed from and by the central administration staffs of each of the sponsoring agencies, having at least five (5) member schools in the Accrediting Association.
- B.    One additional representative for each 50-member schools, elected at large by the principals of the member schools. After membership reaches 200 schools, one member for each 100 additional schools shall be elected to the Board.
- C.    President of MO-CAPE, to serve ex-officio during the tenure of his/her presidency of the organization.
- D.    One representative from Special Education, appointed by the Board of Directors.
- E.    One representative from a higher education institution within the State of Missouri, appointed by the Board of Directors

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

Ordinarily the term of elected members on the Board of Directors shall be three years. Terms of elected members may be extended an additional year, if necessary for that member to complete the two-year term as an officer. Terms on the Board of Directors shall be staggered. Elected members of the Board may serve a maximum of two terms.

Sponsoring agency members serve on the Board at the direction of the sponsoring agency.

Vacancies on the Board of Directors shall be filled as they occur. Vacancies in office shall be filled at the annual meeting of the Board of Directors.

Any officer or director may be removed for cause at a meeting of the Board of Directors by unanimous vote of those voting on the question of removal, except the person whose removal is

being considered. No officer or director shall be removed, unless notice of the meeting at which such removal is to be considered states such purpose.

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

### ***Article Three*      Powers and Duties of Officers and Board of Directors**

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

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

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

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

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

The Board of Directors is specifically authorized to establish a Nominating Committee which shall consist of two principals of member schools. The nominating committee shall prepare a slate of nominees for membership on the Board of Directors. They shall adhere to the election procedures established by the Board of Directors.

The Board of Directors is specifically authorized to promulgate qualifications, definitions, rules, and regulations that govern membership and accreditation in the Accrediting Association. They shall develop a process for member schools to vote on By-Law revisions and other matters which may be determined necessary.

### ***Article Four*      Funds**

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

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

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

### ***Article Five*          **Membership****

Each nonpublic school filing an Annual Report and paying the annual assessment as established by the Board of Directors shall have one full membership in the Accrediting Association. The voting member is the principal of the school or a person designated by the principal.

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

### ***Article Six*          **Dues****

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

### ***Article Seven*        **Stock****

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

## ***Article Eight*      **Meetings****

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

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

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

## ***Article Nine*      **Amendments to the By-Laws****

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

Proposed amendments are submitted by the Board of Directors to member schools.

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

# Missouri Nonpublic School Accrediting Association

## ANNUAL REPORT FORM

**SCHOOL DATA**.....

SCHOOL YEAR \_\_\_\_\_ YEAR OF LAST SCHOOL IMPROVEMENT PLAN \_\_\_\_\_

SCHOOL _____	ENROLLMENT (Grades ____ through ____)
ADDRESS _____	TOTAL _____ (Current year)
ZIP _____	TOTAL _____ (Projected next year)

ADMINISTRATOR \_\_\_\_\_

PHONE NUMBER ( ) \_\_\_\_\_

**Please respond yes/no:** Is this a Special Education School or Program? \_\_\_\_\_  
 Does the school offer a: Pre-school Program? \_\_\_\_\_ Before or After School Care Program? \_\_\_\_\_

**STATUS OF SCHOOL IN PREVIOUS YEAR:**  
 \_\_\_\_\_ Initially Accredited      \_\_\_\_\_ Accredited      \_\_\_\_\_ Accredited, first warning  
 \_\_\_\_\_ Initially Accredited with violation      \_\_\_\_\_ Accredited with violation      \_\_\_\_\_ Accredited, second warning

**MEMBERSHIP STANDARDS** .....

Please write YES for all the standards that the school fulfills. If the standard is only partially fulfilled or not fulfilled at all, write NO. An explanation of the circumstances preventing the fulfillment of particular standards must be included on page 5 of this form.

<p><b>Mission Statement &amp; Philosophy</b></p> <p>_____ 1.0a          _____ 1.0b          _____ 1.0c          _____ 1.0d</p> <p><b>Climate</b></p> <p>_____ 2.0a          _____ 2.0b          _____ 2.0c          _____ 2.0d          _____ 2.0e</p> <p><b>Leadership</b></p> <p>_____ 3.0a          _____ 3.0b          _____ 3.0c          _____ 3.0d          _____ 3.0e          _____ 3.0f          _____ 3.0g          _____ 3.0h          _____ 3.0i</p>	<p><b>Professional Staff</b></p> <p>_____ 4.0a          _____ 4.0b          _____ 4.0c          _____ 4.0d          _____ 4.0e          _____ 4.0f          _____ 4.0g          _____ 4.0h          _____ 4.0i          _____ 4.0j</p> <p><b>Curriculum</b></p> <p>_____ 5.0a          _____ 5.0b          _____ 5.0c          _____ 5.0d</p> <p><b>Instruction</b></p> <p>_____ 6.0a          _____ 6.0b          _____ 6.0c          _____ 6.0d</p>	<p><b>Services</b></p> <p>_____ 7.0a          _____ 7.0b          _____ 7.0c          _____ 7.0d          _____ 7.0e          _____ 7.0f          _____ 7.0g          _____ 7.0h          _____ 7.0i</p> <p><b>Facilities</b></p> <p>_____ 8.0a          _____ 8.0b          _____ 8.0c          _____ 8.0d          _____ 8.0e</p> <p><b>Finances &amp; Planning</b></p> <p>_____ 9.0a          _____ 9.0b          _____ 9.0c          _____ 9.0d</p>	<p><b>Optional Programs</b></p> <p><b>Pre-School Program</b></p> <p>_____ 10.0a          _____ 10.0b          _____ 10.0c          _____ 10.0d          _____ 10.0e          _____ 10.0f          _____ 10.0g          _____ 10.0h          _____ 10.0i</p> <p><b>Before &amp; After Program</b></p> <p>_____ 11.0a          _____ 11.0b          _____ 11.0c          _____ 11.0d          _____ 11.0e</p> <p><b>Special Education School/Program</b></p> <p>_____ 12.0a          _____ 12.0b          _____ 12.0c          _____ 12.0d          _____ 12.0e          _____ 12.0f          _____ 12.0g          _____ 12.0h</p>
---	---	---	--

## **IMPROVEMENT STANDARDS**

---

Please respond using the following scale:

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

An explanation of the circumstances must be provided on page 5 of the Report for any standard rated with a “1” or “2”.

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

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

Improvement Standard 2.2 The school has developed an effective parenting program that moves beyond a simple parent orientation and has aided the development of parent skills and a good working relationship between home and school.

Improvement Standard 3.6 The board of education has developed a new method/tool for board evaluation that has proven to enhance the board’s performance and achievement.

Mission & Philosophy	Professional Staff	Services
___ 1.1	___ 4.1	___ 7.1
___ 1.2	___ 4.2	___ 7.2
___ 1.3	___ 4.3	___ 7.3
___ 1.4	___ 4.4	___ 7.4
___ 1.5		
___ 1.6	Curriculum	Facilities
	___ 5.1	___ 8.1
Climate	___ 5.2	___ 8.2
___ 2.1	___ 5.3	___ 8.3
___ 2.2	___ 5.4	
___ 2.3	___ 5.5	Finances & Planning
___ 2.4		___ 9.1
___ 2.5	Instruction	___ 9.2
___ 2.6		___ 9.3
___ 2.7	___ 6.1	___ 9.4
___ 2.8	___ 6.2	___ 9.5
	___ 6.3	
Leadership	___ 6.4	
___ 3.1	___ 6.5	
___ 3.2	___ 6.6	
___ 3.3	___ 6.7	
___ 3.4	___ 6.8	
___ 3.5		
___ 3.6		

**PLAN FOR IMPROVEMENT**

---

**Please list activities/strategies implemented in the past year.**

**PLAN FOR IMPROVEMENT**

---

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

## **CURRENT DEVIATIONS IN STANDARDS**

---

### **Membership Standards**

Give a brief explanation of circumstances that prevent the fulfillment of any of the standards to which a "no" was given on page 1. (Include a separate sheet if necessary.)

MEMBERSHIP STANDARD NUMBER  
EXPLANATION OF DEVIATION IN STANDARDS

### **Improvement Standards**

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

IMPROVEMENT STANDARD NUMBER   EXPLANATION OF DEVIATION IN STANDARDS

**CITED VIOLATIONS FROM PREVIOUS YEAR**

---

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

STANDARD NUMBER: EXPLANATION OF PROGRESS MADE

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

\_\_\_\_\_  
Signature of Administrator

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

\*\*\*\*\*

**FOR USE OF SPONSORING AGENCY:**

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

\_\_\_\_\_  
Signature of Sponsoring Agency Director

\*\*\*\*\*