

Missouri Nonpublic School Accrediting Association Elementary (12-9-22)

Standard I. Mission and Philosophy

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

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

Membership Indicators

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

Standard II. Climate

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

Membership Indicators

- 2A The school provides programs that promote respect and tolerance for diversity.
- 2B The school has an established written discipline policy that positively reinforces accepted behavior and promotes self-discipline.
- 2C The school handbook includes a statement that requires school personnel to report to the Missouri Division of Family Services, if they have reasonable cause to suspect that a child known to them in their professional capacity may be abused or neglected.
- 2D Programs and activities are in place that support families in their role as the primary educator of their children and encourage home-school relationships (i.e. home and school organizations, family nights and newsletters).
- 2E The educational program enables students to take an active part in their learning process by offering programs such as decision making, problem solving, and conflict management.
- 2F The school climate includes exploration, experimentation, movement, and activity.
- 2G School handbooks outline guidelines that facilitate communication and interaction among members of the school community including directives for the use of social media.
- 2H The school cooperates with other programs within the religious and civic communities.
- 2I The school has implemented harassment/bullying prevention policies and programs for students and personnel.
- 2J The school has a process in a place to respond to student / family crises.
- 2K The school has a system in place to teach children to protect themselves from sexual abuse with age-appropriate information at each grade level.
- 2L Teachers have been informed how to identify and respond to suicide indicators.
- 2M The school has a counseling referral system in place for school families.
- 2N The school has a process in place to strengthen students' social and emotional development.

Standard III. Leadership

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

Membership Indicators

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

its roles and responsibilities.

- 3N The administrator has an ongoing personal plan for professional and spiritual (if appropriate) development with evidence of a commitment to life-long learning.
- 3O The administrator has appropriate non-teaching time to carry out administrative responsibilities (recommended 1/4 of the day per 50 students).
- 3P Administrator is a member of at least one professional organization.

Standard IV. Personnel

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

Membership Indicators

- 4A All full-time teachers have either:
- a state teacher certificate.
or
 - are working toward this certification.
or
 - a written plan that leads to completion of a degree/certification.
- 4B For sectarian schools, teachers of religion/theology fulfill the requirements and/or certification, either:
- as designated by the local authority or sponsoring agency.
or
 - have a written plan in place as to how they will fulfill this requirement.
- 4C Background checks and child abuse and neglect screening are completed for all personnel and volunteers who work with students. This screening is done upon initial service and periodically thereafter.
- 4D All personnel have current health records of medical examination and tuberculosis testing, as required by the local health department.
- 4E All teachers are evaluated regularly.
- 4F All teachers participate annually in ongoing professional development and in-service opportunities which are developed in light of:
- best practices in professional development.
 - staff identified needs.
 - needs of learners and the school.
- 4G An orientation and mentoring program is in place for new teachers.
- 4H Each teacher has a written plan for ongoing professional development on file with the administrator.
- 4I Non-discriminatory practices in regard to race, ethnic background, or sex are used in hiring of school personnel. In church-affiliated schools, preference may be given to members of that faith.

- 4J The school provides any required mentoring, professional evaluation, record keeping/reporting, and any other procedures necessary for teachers to maintain their Missouri certification.
- 4K Teachers have an understanding of, and are committed to, the mission, philosophy, and goals of the school.
- 4L At least one staff member on duty has current certification in first aid and/or CPR.

Standard V. Curriculum

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

Membership Indicators

- 5A A written curriculum guides and clearly defines the actions, assessment, and educational goals of the school.
- 5B The curriculum addresses the fundamental principles of student growth and development.
- 5C The curriculum includes, but is not limited to, the following: religion (where applicable) science, mathematics, language arts, social studies, physical education, health and fine arts.
- 5D A systematic standardized testing program is in place.
- 5E The curriculum addresses the spectrum of academic achievement and attends to individual student learner needs through differentiated instruction.
- 5F The curriculum is regularly evaluated and revised.
- 5G Multiple approaches are used to assess and guide student progress.
- 5H The systematic standardized testing program is utilized in diagnosis and prescription of student learning as well as evaluation and revision of the curriculum.
- 5I The school has a process in place to report curricular growth to the appropriate constituencies.

Standard VI. Instruction

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

Membership Indicators

- 6A Instruction gives evidence of each of the following:
- instructional objectives reflect curriculum goals.
 - effective direction and guidance are provided during learning activities.
 - varied types of instructional materials are selected and used.
 - methods and organization are adjusted to meet the needs of students as a group and as individuals.
 - varied instruments and procedures are used in the evaluation of student learning and the quality of instruction.
- 6B Instructional materials and equipment are adequate in quality and quantity to meet the curricular goals and objectives of the school.
- 6C Instructional materials and equipment are evaluated, inventoried, classified, and catalogued.
- 6D Provisions are made for identifying and assisting students with diverse needs.
- 6E The school fulfills state requirements for days and hours of instruction.
- 6F The school has a planned program for reporting the academic performance of students.
- 6G The school integrates and connects technology with classroom goals.
- 6H Teaching strategies reflect the current understanding of best practices and are appropriate for student age, interest, and achievement level.
- 6I Formative as well as summative assessments guide instructional goals.
- 6J Student use of technology is integral to the instructional process.

Standard VII. Services

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

Membership Indicators

- 7A The school maintains and securely stores cumulative permanent academic records for each student.
- 7B The school has a crisis management plan that is communicated, tested, and updated annually.
- 7C Requirements for safety are met:
- fire, tornado, intruder, and other drills are conducted and recorded.
 - a plan to deal with blood-borne pathogens.
 - CPR and first aid training.
 - training in administration of medication.
- 7D Initial and on-going child abuse and neglect screening is completed for volunteers who work with students on a regular basis.
- 7E Provisions are made for the safety of students when being transported by the school.
- 7F Procedures for safety are in place for children at arrival and dismissal.
- 7G The use of potentially hazardous materials and tools by students is supervised and in compliance with state and federal regulations.
- 7H Supervision of students is provided during the school day and at school-sponsored activities.
- 7I The school has a Wellness Plan that has been communicated to staff, students, and families.
- 7J If a food program is provided, adequate and qualified personnel are available to plan and serve a variety of well-balanced, wholesome meals in full accordance with local, state and federal regulations.
- 7K Technology “Acceptable Use” policies for students and staff have been developed, communicated, and implemented.
- 7L The school maintains up-to-date health records in a safe and secure location.
- 7M The school adheres to communicable disease, immunization, and screening requirements from the state and local health departments.
- 7N The school follows established policies for the administration of medication.

Standard VIII. Facilities

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

Membership Indicators

- 8A The location, school grounds and physical plant support an instructional program that is consistent with the school's mission, philosophy, purposes, and needs of the students.
- 8B Housekeeping provides a safe, sanitary, and attractive environment for learning.
- 8C The physical plant and grounds are in good repair and meet the local and federal regulations for heating, ventilation, illumination, room size and capacity, etc.
- 8D The school is in compliance with asbestos regulations.
- 8E Regularly-inspected fire extinguishers are placed throughout the building as required by local regulations.
- 8F Exit routes are described and copies posted in each room.
- 8G A warning system is maintained for fire, tornado, earthquake, etc.
- 8H The school building is locked and access is controlled during the school day.
- 8I The kitchen and dining areas used by the school meet health and safety regulations.
- 8J The school is in compliance with insurance regulations.
- 8K Inspection of the physical plant and grounds to identify safety hazards is made regularly, with the school taking steps to remedy any identified deficiencies.
- 8L The school provides for the safety of students on playgrounds/athletic fields.
- 8M Crossing guards, lanes and school pick-up and drop-off zones and dismissal procedures are implemented.
- 8N Technological infrastructure supports student learning needs.

Standard IX. Finance and Planning

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

Membership Indicators

- 9A The school operates by means of a carefully planned and regularly monitored annual budget.
- 9B The school's mission, philosophy, and priorities are reviewed as a part of the budget process.
- 9C The budget is planned through collaboration of boards/committees, principal, and pastor (in sectarian schools).
- 9D Resources are available to implement a quality instructional program and maintain financial viability.
- 9E The school engages in short-term and long-term planning as a part of the improvement process.
- 9F The annual plan for improvement is formulated and updated by appropriate constituencies.
- 9G Annual funding is allocated for staff development activities/programs.
- 9H The school has strategies and resources to assure its ongoing operation.
- 9I Development activities, marketing, and advancement activities are in place and evaluated yearly.

Supplemental Program Standards

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

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

Standard X. Early Childhood Program

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

Membership Indicators

Personnel

- 10A Supervisors must meet adult-child and group size ratios.
Adult-child ratio:
- 3 years-5 years, 1:10 Group size
- Group Size
- 3 years-5 years, 20 maximum
- 10B Background checks and child abuse and neglect screening are completed for all personnel and volunteers who work with students. This screening is done upon initial service and, according to Missouri law, annually thereafter.
- 10C Non-instructional personnel meet the state minimum age requirements for carrying out their assigned responsibility. All adults working children must be 18 years of age.
- 10D All teachers have a minimum of:
- an AA in Early Childhood.
or
 - a BA in another field with a minimum of 12 credits in Early Childhood.
or
 - ten years of experience in an Early Childhood or Education setting
or
 - a written plan approved by the sponsoring agency.
- 10E All full-time assistant teachers/teacher's aides have either:
- a Child Development Associate (CDA) or 12 credit hours in Early Childhood Education.
or
 - five years of experience in an Early Childhood or Education setting
or
 - a written plan approved by the sponsoring agency.

10F Staff have current CPR/First Aid training.

Curriculum

- 10G Early childhood assessment includes regular observations, anecdotal records, developmental checklists, and portfolios.
- 10H A variety and quantity of materials is accessible, so that all children can make choices independently.
- 10I A variety of learning materials is available in the following areas:
science, drama, housekeeping, construction, transportation, creative arts, language, library, manipulatives, blocks, fine and gross motor, and music and movement.
- 10J A written curriculum framework clearly defines the actions, assessment, and educational goals of the center.
- 10K The curriculum directs teachers to incorporate content, concepts, and activities that foster:
- Social development
 - Emotional development
 - Physical developments
 - Language development
 - Cognitive develop
 - Integration of key areas of content, including religion (where applicable), literacy, mathematics, science, technology, creative expression and the arts, health and safety, music, physical education, and social studies.
- 10L The curriculum drives development of a daily schedule that is predictable yet responsive to individual needs of children. The schedule included both indoor and outdoor time, time for small and large groups and time for children to engage with the environment (play).
- 10M Classroom arrangement and material selection support the learning goals of the curriculum and engage the interest of the children.

Instruction

- 10N Time and space are provided for children to work and play individually and in small or large groups. Teachers organize time and space daily to allow children to work or play individually and in pairs, allow them to come together in small groups, and to engage as a whole group.
- 10O Opportunities are provided to instruct and encourage families on their role as primary educator of their children and on ways to build harmonious school-home relationships.

- 10P Teachers/aides and parents work together to build a collaborative relationship for the care/well-being of every child.
- 10Q Teaching staff encourages children’s development of friendships and provide opportunities for children to play with and learn from each other.
- 10R Materials and equipment used to implement the curriculum reflect the lives of the children and families. Materials and equipment further:
- Provide for children’s safety while being appropriately challenging.
 - Encourage exploration, experimentation, and discovery.
 - Promote action and interaction.
 - Are organized to support independent use.
 - Are rotated to reflect changing curriculum and accommodate new interests and skill levels of children.
 - Are rich in variety.
 - Accommodate children’s special needs.
- 10S Teaching staff, in a climate of mutual respect, develops individual relationships with children by providing care that is responsive, attentive, consistent, comforting, supportive, and culturally sensitive.

Facilities

- 10T Well-defined areas are provided where children can freely move about without interfering with one another’s activities.
- 10U State standards are met for classroom square footage (a minimum of 45sq for infants and 35sq for all others is required).
- 10V Toilets and sinks are appropriate for student use (added steps, lowered sinks, or child-sized bathroom fixtures).
- 10W Furniture is child-sized and adequate for the number of children served.
- 10X Playground needs a minimum of 75sq ft per child, have appropriate fall zones and resilient surfaces. Resilient surfacing needs to be a minimum of 6” deep.
- 10Y Playground is inspected regularly and in good repair.
- Playground safety inspection should be on file.
 - Playground is fully fenced.
- 10Z Equipment and materials are regularly cleaned and sanitized.
- 10AA Meals and snacks prepared by program meet USDA nutrition guidelines. Information is shared with parents on packing healthy lunches if hot lunches are not served.

Standard XI. Before and After School-care Programs

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

Membership Indicators

- 11A Policies and procedures are consistent with the philosophy of the school.
- 11B Adult-child ratios for supervision meet state standards.
- 11C The program insures at least two adults to be on the premises during hours of program operation, one of whom must be a paid employee.
- 11D Background checks and child abuse and neglect screening are completed for all personnel and volunteers who work with students. This screening is done upon initial service and is in compliance with requirements of the sponsoring agency.
- 11E Staff has pre-service and in-service training.
- 11F The program provides a variety of safe activities and experiences to meet the needs and interests of students.

Standard XII. Exceptional Learning Needs

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

Membership Indicators

- 12A Administrators are prepared to work with and support students with exceptional learning needs.
- The school will obtain signed releases from parents or guardians for the exchange of information with other necessary professionals.
 - The school has a policy/procedure to protect student confidentiality regarding the exchange of information with other professionals working the student.
 - Outside support service personnel are made aware of the schools policies and procedures when appropriate,
 - Clearly articulated lines of authority exist for the support service personnel.
- 12B Exceptional learning needs teachers are certified for the area in which they teach, are working toward this certification, or have a written plan that leads to completion of a degree/certification.
- 12C Teachers are trained in developing and implementing a service plan for the needs of each student.
- Staff development is provided in the different areas of special education and utilizes a variety of training resources.
 - The instructional activities used with students who have special learning needs are consistent with learning goals and objectives.
 - The special education curriculum is designed to assist each student to develop relevant attitudes, knowledge and skills appropriate to his/her individual gifts and interests.
- 12D Service plans are available in each student's file.
- The service plan shall include the students' present level of educational performance.
 - A statement of annual short and long- term goals and projected completion of goals.
 - All service plans are reviewed and updated with the student's parents or guardians at least quarterly or more frequently if needed.
- 12E Curriculum is adapted to allow students to progress at their individual learning rate and to facilitate transition from level to level.
- The curriculum addresses the specific abilities and educational needs of each student and promotes individual achievement and independence.
 - Provisions are made for modifying materials and instruction to meet the needs of individual students.
 - When evaluating student progress, benchmarks are individualized to promote student achievement.
 - Teachers provide for individual differences by adapting instructional methods,

assignments, and tests to different learning styles and paces.

- Learning activities include opportunities to use all modalities (visual, auditory, tactile and kinesthetic), as appropriate to the students served.

12F Least-restrictive environment provisions are made to allow students to attend regular classes as appropriate, and plans for transition are in place.

- Throughout the student's educational experience, there is a consistent and positive emphasis on achievement, and the expectation of achievement is shared with the student as deemed appropriate.

12G Exceptional needs teachers collaborate effectively with faculty and staff.

- The role of the Special Educator is clearly defined and made known to all faculty and staff.

12H Interdisciplinary services (physical therapy, speech, occupational therapy, counseling, etc.) are either provided or referral resources are communicated to the families.

- The school has taken reasonable steps to make sure that the outside professionals, working with the students with special needs, have the appropriate qualifications to work with their students.
- Outside service providers share the student's goals and progress with the parents and appropriate school personnel on a regular basis.

12I Reasonable accommodations are made in the physical plant for accessibility.

- The school/parish are not mandated to restructure their physical plant, to make it handicapped accessible, if that would result in "a fundamental alteration in the nature of the program or an undue financial or administrative burden."