

# Missouri Nonpublic School Accrediting Association

## Elementary K-8 (1/1/2024)

### 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 their students.
- 1E Formation of the mission statement and philosophy of the school is completed within the School Evaluation cycle and involves various stakeholders.
- 1F The mission statement and philosophy of the school are communicated annually to current staff, school board members, other stakeholders, students, and families.

## **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 has specific programs and policies that promote respect and dignity for each person.
- 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 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 school guides students in the development of skills in decision making, problem solving, and conflict management.
- 2F School handbooks include guidelines that facilitate communication and interaction among members of the school community, especially directives for the use of social media.
- 2G The school cooperates with other programs within their community.
- 2H The school has implemented harassment/bullying prevention policies and programs for students and personnel.
- 2I The school has a process in a place to respond to student / family crises.
- 2J The school has a system in place to teach children to protect themselves from sexual abuse with age-appropriate information at each grade level.
- 2K Teachers have been informed how to identify and respond to suicide indicators.
- 2L The school has a system in place for educating families on how to access community resources, such as counseling.
- 2M The school has resources 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 ensures the successful functioning of the school in all phases of the program.

### Membership Indicators

- 3A The school has a local board/advisory committee/governing authority that is responsible for reviewing the policies of the school.
- 3B Members of the local board/advisory committee/governing authority are oriented to their roles and responsibilities.
- 3C The local board/advisory committee/governing authority operates out of written constitution/guidelines.
- 3D Written minutes are kept for meetings of the local board/advisory committee/governing authority.
- 3E The local board/advisory committee/governing authority 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 implementing school 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 board/advisory committee/governing authority annually evaluates the effectiveness on 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
  - a written plan that leads to completion of a degree/certification within 5 years.
- 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 clearly defines and guides 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 resources support the spectrum of academic achievement and attends to individual student learner needs.
- 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 data is utilized in the evaluation and revision of the curriculum.
- 5I The school has a process in place to report academic progress 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.
  - exploration, experimentation, movement, and activity.
- 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 and inventoried.
- 6D Provisions are made for identifying and assisting students with diverse needs.
- 6E The school fulfills state requirements for 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 and 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 school documents annual progress of short term and long-term goals within the Plan of Action on annual report form.
- 9G The annual plan for improvement is formulated and updated by appropriate constituencies.
- 9H Annual funding is allocated for staff development activities/programs.
- 9I The school has strategies and resources to assure its ongoing operation.
- 9J 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:

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

## Standard X. Special Education

The school offers a program that is provided by a teacher who is degreed/certified in special education.

### Membership Indicators

- 10A Administrators are prepared to work with and support students with disabilities and exceptional learning needs.
- The school obtains 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 with the student.
  - Outside support service personnel are made aware of the school's policies and procedures when appropriate,
  - Clearly articulated roles and responsibilities are in place for the support service personnel.
  - Proper documentation of referral dates, assessment results, eligibility under IDEA through child find activities with the LEA are maintained and verified with the LEA and parents annually during consultation.
  - Proper documentation of special education services provided by the LEA are maintained and reviewed with the LEA and parents annually by consultation.
- 10B Special education 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 within 5 years.
- 10C Student Education Plans are written/developed by special education teachers when possible.
- Plans should be shared with appropriate teachers and staff.
  - Plans should be kept in student files.
  - The student education plan includes:
    - diagnosis, if applicable;
    - date of initial diagnosis;
    - student's present level of educational performance;
    - student's strengths and areas of growth;

- accommodations that address the specific needs of the student, are explicitly; written for both classroom and testing settings.
    - For students who have modified curriculum (typically those performing more than two grade levels below their placement), plans will also include goals and benchmarks that are updated with grade cards (typically quarterly).
    - All education plans are reviewed and updated with the student's parents or guardians at least annually or more frequently, if needed.
- 10D Teachers are trained in implementing education plans and supporting the needs of each student.
- Staff development is provided in different areas of special education and utilize a variety of training resources.
  - The instructional activities used with students who have special education needs are consistent with learning goals and objectives.
  - The special education curriculum is designed to support each student in their social, emotional, academic, and physical growth and development (and faith formation in faith-based schools).
  - Teachers adapt instructional methods, assignments, and assessments to meet individual student learning needs.
  - Learning activities allow the use of multiple modalities (visual, auditory, tactile, and kinesthetic) as student needs require.
- 10E For students with moderate to significant learning needs, curriculum is adapted/modified to allow progress at their individual learning rate and to facilitate continued growth.
- Appropriate assessments are used to determine the student's abilities and to guide the development of their education plan.
  - The curriculum addresses the specific abilities and educational needs of each student and allows the student to access and progress through the material.
  - Materials, instruction, and assessments are modified to meet the needs of individual students.
  - When tracking and reporting student progress, goals and benchmarks are measurable and written in language that is easily understood by teachers, parents, and students.
- 10F Students are included as a part of the classroom learning community to the maximum extent possible.
- Support is provided to students to promote positive peer interactions and relationships.
  - Students may receive one to one or small group instruction, as needed.
  - Students may receive some instruction and therapies in alternate locations.
  - Students learn in the environment most appropriate for their optimal learning but always remain a part of the classroom community.

- 10G Special educators' roles and responsibilities are clearly defined so they are able to effectively collaborate with faculty and staff.
- 10H Support services and therapies (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 all outside professionals, working with the students, have the appropriate qualifications.
  - Outside service providers share the student's goals and progress with the parents and appropriate school personnel on a regular basis.
- 10I 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."

## Standard XI. Early Childhood Program

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

### Climate

11A New students and parents are given orientation into the Prekindergarten program when they enroll and as they move from Prekindergarten to the elementary level.

### Leadership

11B The principal is registered with OPEN. (Missouri's Professional Development Initiative for Early Childhood and School-Age/After-School Professionals [www.openinitiative.org](http://www.openinitiative.org))

### Personnel

11C All Prekindergarten 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.

11D 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.

11E All staff participate for a minimum of 12 clock hours annually (not including CPR/First Aid training) 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 center.

11F A minimum of two staff members are on-site when children are present in program.

11G All teaching staff are registered with OPEN (Missouri's Professional Development Initiative for Early Childhood and School-Age/After-School Professionals [www.openinitiative.org](http://www.openinitiative.org))

## Curriculum

11H The Prekindergarten curriculum directs teachers to incorporate content, concepts, and activities that foster:

- Cognitive Development (Academic)
  - Early Literacy
  - Math
  - Science
  - Social Studies
  - Speech and language
- Social-Emotional Development
  - Sharing,
  - Taking turns
  - Listening
  - Communicating
  - Learning respect
- Self-Care Development
  - Housekeeping
  - Health and Safety
  - Physical Education
  - Gross motor skills
- Problem Solving Development
  - Construction
  - STEM
  - Blocks
  - Technology
- Creative Development
  - Music and movement
  - Drama
  - Art and crafts
  - Fine motor skills
- Spiritual development (where applicable)
  - Religion (where applicable)

11I Prekindergarten assessment includes regular observations, anecdotal records, developmental checklists, and/or portfolios.

11J The Prekindergarten curriculum is regularly evaluated and revised.

11L The Prekindergarten curriculum drives development of a daily schedule that is predictable yet responsive to individual needs of children. The schedule includes time indoors and outdoors; small and large group activities and exploration time (play).



- 11M Lesson plans reflect curriculum used by the Prekindergarten program as well as the individual needs of children.
- 11N Classroom arrangement and material selection support the learning goals of the curriculum and engage the interest of the children.
- 11O Use of passive media (TV, video, DVD...) is limited to short amounts of time and to educational programming (developmentally appropriate programming).
- 11P At least 1/3 of the time children are in the Prekindergarten program is set aside for child engagement with the environment (individual or small group play).

### **Instruction**

- 11Q Teaching staff evaluate and change their instruction based on individual needs, and vary their interactions to be sensitive and responsive to:
- differing abilities
  - temperaments
  - activity levels
  - cognitive and social development
- 11R 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.
- 11S Teaching staff encourages children's development of friendships and provides opportunities for children to play with and learn from each other.
- 11T Materials and equipment used to implement the curriculum reflect the lives of the children and families.
- 11U Materials and equipment:
- support the learning goals of the curriculum
  - provide for children's safety;
  - encourage exploration, experimentation, and discovery;
  - promote action and interaction;
  - are organized to support independent use;
  - are rotated to reflect changing curriculum;
  - engages and accommodate existing and new interests and skill levels of children;
  - are rich in variety while being appropriately challenging.
- 11V Teaching staff creates and maintains a setting in which children of differing abilities can progress, with guidance, toward increasing levels of:
- autonomy

- responsibility
  - empathy
- 11W Teachers use children’s interest in and curiosity about the world to engage them with new content and developmental skills.
- 11X Teaching staff individualize routine care by incorporating family practices whenever possible and by respecting the home culture and the family’s preferred language.
- 11Y Teachers provide opportunities to develop the classroom community through participation in decision making about classroom:
- guidelines
  - plans
  - activities
- 11Z For children with persistent and challenging behavior, the teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child’s inclusion and success and:
- provides for the safety of the child;
  - provides for the safety of others in the classroom;
  - provides a calm and respectful environment;
  - provides the child with information on acceptable behavior.

### **Services**

- 11AA Teaching staff supervise children primarily by sight. Supervision for short intervals by sound is permissible, if teachers check frequently on children who are out of sight (e.g. those who can use the toilet independently, who are in a library area, or who are napping).
- 11BB The Prekindergarten program follows established policies for the administration of medication, for guidance refer to CFOC National Health and Safety Performance Standards [3.6.3.1: Medication Administration](#), [3.6.3.2: Labeling, Storage, and Disposal of Medications](#), [3.6.3.3: Training of Caregivers/Teachers to Administer Medication](#), [9.2.3.9: Written Policy on Use of Medications](#) and [the Medication Administration Packet](#) .
- 11CC Cleaning and sanitizing all surfaces in the facility are routinely done and follow CFOC National Health and Safety Performance Standard 3.3 - [3.3.0.1 Routine Cleaning, Sanitizing and Disinfecting](#), [3.3.0.2 Cleaning and Sanitizing Toys](#), [3.3.0.3: Cleaning and Sanitizing Objects Intended for the Mouth](#),
- 11DD The Prekindergarten program follows hand-washing practices outlined in CFOC National Health and Safety Performance Standard 3.2 - [3.2.2.1 Hand Hygiene](#), [3.2.2.2 Hand](#)

[Washing Procedures](#), [3.2.2.3 Assisting Children with Hand Washing](#), [3.2.2.4: Training and Monitoring for Hand Hygiene](#), [3.2.2.5 Hand Sanitizers](#)

\* The CFOC National Health and Safety Performance Standards were established by the American Academy of Pediatrics, American Public Health Association and the National Resource Center for Health and Safety. The most up to date standards can be found at [www.nrckids.org](http://www.nrckids.org)

American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education. *Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs*. 4th ed. Itasca, IL: American Academy of Pediatrics; 2019

### **Facilities**

- 11EE Supervisors must meet adult-child and group size ratios.
- Adult-child ratio:
    - 3 years-5 years, 1:10
  - Group size:
    - 3 years-5 years, 20 maximum
- 11FF State standards are met for classroom square footage, a minimum of 35 sq feet/per child.
- 11GG Playground area:
- is inspected regularly, in good repair and inspection is kept on file;
  - is fully fenced;
  - has a minimum of 75 sq. ft. per child;
  - has appropriate fall zones with a minimum of 6" deep resilient surface.
- 11HH Toilets and sinks are appropriate for student use (added steps, lowered sinks, or child-sized bathroom fixtures).
- 11II Furniture is child-sized and adequate for the number of children served.
- 11JJ Administrator regularly checks the [Consumer Product Safety Commission recall list](#) and takes action.

## **Standard XII. 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**

- 12A Policies and procedures are consistent with the mission and philosophy of the school.
- 12B Adult-child ratios for supervision meet state standards.
- 12C The program ensures at least two adults to be on the premises during hours of program operation, one of whom must be a paid employee.
- 12D 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.
- 12E Staff has pre-service and in-service training.
- 12F The program provides a variety of safe activities and experiences to meet the needs and interests of students.