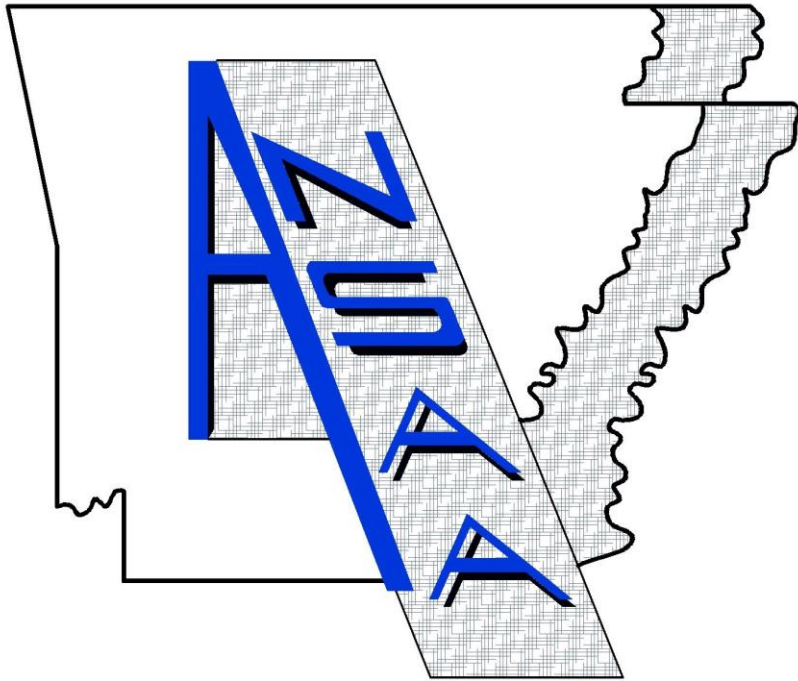


ANSAA

Arkansas Nonpublic School Accrediting Association, Inc

Standards of Accreditation



Elementary/Secondary Schools

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“Promoting Quality Education in Nonpublic Schools”

2018 Edition

STANDARD I
Mission Statement and Philosophy

The mission and philosophy statements clearly define the purpose and objectives of the school and are developed through the cooperative efforts of the total school community. All activities and procedures are given purpose and direction by the school's mission, philosophy, and objectives. The mission and philosophy are annually reviewed by the school board, faculty, staff, and parents to ensure consistency and adherence throughout all aspects of the school's educational program. The objectives are used to evaluate the integration of the philosophy within the total school community. The mission and philosophy statements are consistent with the thoughts and beliefs of the school and are regularly communicated, evaluated, and approved by the governing body.

- *1.0** The school has written mission and philosophy statements that reflect the beliefs and values of the governing board and school constituents.
- *1.1** The mission and philosophy statements are approved by the governing board, annually reviewed and evaluated, and published in handbooks, policy manuals, and other materials distributed by the school.
- 1.2 The school has written objectives based on the mission and philosophy statements that are consistent with the thoughts and beliefs of the school and are focused on student needs.
- 1.3 The continuing development and review of the mission, philosophy, and objectives is a collective effort of the total school community: faculty, staff, students, parents, administration, governing board, and other constituents.
- 1.4 The mission, philosophy, and objectives are expressed in specific goals and activities which are manifested in the educational programs of the school.

STANDARD II

School and Community

School climate is unique to each school and should reflect the school's written mission, philosophy, and objectives. The board and administration facilitate an atmosphere in which faculty, staff and students enjoy effective and harmonious relationships. The school recognizes the importance of evaluating data regarding students, parents, and the surrounding community to effectively serve its students. The school makes provisions for and develops guidelines in the following areas: nondiscrimination for admissions, student and parent orientations, parental involvement, student behavior, extra-curricular activities, sportsmanship, effective communication, and public relations.

- *2.0** Residents new to the school community are oriented to the mission, philosophy, and objectives of the school.
- *2.1** Methods of annually evaluating the school's climate are established.
- *2.2** The school has clearly defined written guidelines regarding the manner in which coaches and sponsors conduct extra-curricular activities. These guidelines are communicated annually and indicate the school's intent to conduct all sports and activities with a sense of fair play.
- *2.3** The school conducts an annual orientation for all coaches and activity sponsors who are members of the Arkansas Activities Association. AAA member schools must adhere to all the guidelines and by-laws in accordance with the current Arkansas Activities Association Handbook.
- *2.4** The school has clearly defined guidelines for student behavior which are aligned with the school's mission, philosophy, and objectives.
- *2.5** The school has a written and published policy concerning nondiscrimination in school admissions and employment of faculty and staff.
- 2.6 The school has well defined student admission policies and procedures that reflect the mission, philosophy, and objectives of the school.
- 2.7 The school has implemented an effective system for communicating school information, announcements, and emergency notifications to all faculty, staff, students, and parents.
- 2.8 The leadership style of the administration includes effective communication and interpersonal skills that facilitate the development of a positive school climate.
- 2.9 Faculty, staff, and students exhibit a positive attitude that validates the mission, philosophy, and objectives of the school.
- 2.10 The faculty, staff, and students display a positive school spirit.
- 2.11 The administration, faculty, and staff exhibit professionalism and congeniality.
- 2.12 The school climate is welcoming to parents, students, and visitors.
- 2.13 The administration, faculty and staff consider the importance of each person in their working relationships and interactions.

- 2.14 The school climate enables students to be involved in self-management, decision making, and problem-solving.
- 2.15 The school environment promotes academic success, builds self-esteem, and supports teacher student rapport and respect for individual differences.
- 2.16 The administration, faculty, and students are encouraged to participate in community activities and service organizations.
- 2.17 The school has a good reputation and is a source of pride within the local community.
- 2.18 Parents are encouraged to become involved in school activities through organized volunteer programs and school approved parent-teacher organizations.
- 2.19 Parent organizations have clearly defined roles and policies that support the philosophy and goals of the school. These organizations are directly responsible to the chief executive officer or educational administrator.

STANDARD III
Governance: Board and Administration

The school's organizational structure is vital to carrying out educational objectives. The leadership groups within the school community must have clearly defined roles and responsibilities to ensure effective communication. The administration has the daily responsibility of implementing the mission and purpose of the school and providing a climate conducive to learning. The governing board must have a published statement of policies, an organizational chart showing professional relationships, and in-service training outlining responsibilities and duties.

Board

- *3.0** The school has a responsible governing board or legal authority to which the chief executive officer or educational administrator is responsible.
- *3.1** The governing board or legal authority has a published policy statement that leaves the daily management and supervision of the school to the chief executive officer or educational administrator.
- *3.2** In-service programs dealing with the roles, responsibilities, and duties of the governing board or legal authority are provided for new members and reviewed with current members on an annual basis.
- 3.3 The governing board has developed a written board policy manual with rules and regulations that are reviewed annually. The duties and responsibilities of the governing board are clearly defined.
- 3.4 The school has organizational charts showing the professional relationship between the governing board or legal authority and the chief executive officer, the educational administrator(s), the faculty, staff, and other organizations and committees within the school.
- 3.5 The governing board or legal authority has the responsibility of developing strategic plans to strengthen all aspects of the school's operation.
- 3.6 The governing board or legal authority has the responsibility of encouraging maximum educational growth among students, faculty, and the school administration.
- 3.7 The governing board participates in an annual self-evaluation of their functionality and effectiveness.

Administration

- *3.8** The chief executive officer, not serving as the school's educational administrator, has an advanced degree or its equivalent in accordance with the job description of the school's governing board.
- *3.9** The school system has a chief executive officer who supervises the educational aspects of the school and oversees the educational administrator/s. The chief executive officer can have a dual role and also serve as the educational administrator. A school system is defined as more than one building site and includes a combination of elementary, middle, and secondary levels.
- *3.10** School units such as K-4, K-5, K-6, K-8, K-12, 7-9, 7-12, 9-12 must have an educational administrator with a master's degree in school administration or a school administrator certification and a minimum of three (3) years teaching experience. Accredited schools may apply for a Professional Deficiency Plan to meet this standard. A maximum of two years is granted for completion of an approved degree plan or certification requirements.
- *3.11** The educational administrator devotes at least one-half (1/2) of the school day to the administration and supervision of the school. Schools with an enrollment of 300 or more students must have a full-time administrator.
- *3.12** The school adheres to local, state, and federal laws with special attention given to the following (Check ANSAA.com for annual updates):
 - *a)** student supervision when using potentially hazardous materials
 - *b)** policies for inclement weather and early dismissal
 - *c)** legal requirements for bus driver certification and bus equipment
 - *d)** background checks and I-9 Employment Eligibility Verification forms on school personnel
- 3.13 The chief executive officer's and the educational administrator/s' duties and responsibilities are clearly stated in written job descriptions.
- 3.14 The chief executive officer and/or educational administrator is evaluated annually by the governing board to promote personal and professional growth and determine the effectiveness of fulfilling the requirements of the job description.
- 3.15 The chief executive officer is responsible for the annual evaluation/s of the educational administrator/s.
- 3.16 The chief executive officer and educational administrator/s' values, beliefs, and personal characteristics inspire the school community to accomplish the school's mission.
- 3.17 The chief executive officer and the school educational administrator/s are allocated sufficient time to fulfill the duties and responsibilities stated in their job descriptions.
- 3.18 The chief executive officer and the educational administrator/s have the ability to organize and manage the school effectively in order to meet the needs of the students, faculty, staff, and parents.
- 3.19 The chief executive officer and/or educational administrator makes provisions for the safety of the students, with special concern for supervision during high risk activities, i.e., science labs, physical education classes, lunchroom, playground, and before/after school activities.
- 3.20 School employees are responsible to the chief executive officer or the educational administrator for fulfilling duties and responsibilities as defined in their job descriptions.

- 3.21 The chief executive officer, educational administrator, or legal authority has well defined policies and procedures for the selection, supervision, formal evaluation, retention and dismissal of all school personnel.
- 3.22 The chief executive officer and/or educational administrator encourages and promotes continuous evaluation of the faculty, staff, and all school programs.
- 3.23 The chief executive officer and/or educational administrator is responsible for effective communications with parents, faculty, students, and the local community.
- 3.24 The chief executive officer or educational administrator is responsible for the improvement of instruction and the professional growth of the faculty and staff.
- 3.25 The administration ensures that the parent/student handbook, personnel policy manual, and crisis plan reflect current school practices.

STANDARD IV
Professional Staff

A qualified and professional staff is essential in preserving and promoting the mission, philosophy, and objectives of the school. The professional staff has an understanding and commitment to the mission and purpose of the school. Teachers and staff are committed to academic excellence and professional growth. The school administration encourages and provides opportunities for staff development. The faculty and staff are adequate in number and diversity to provide for the educational needs of the students and to carry out the activities and programs of the school. The professional faculty and staff have the training and experience to successfully meet the academic goals of the school.

- *4.0 All teachers, including those teaching specialty classes (i.e. Art, Music, Spanish, P.E.), have a minimum of a bachelor's degree from an accredited four-year institution of higher education and typically teach in their major or minor field of study. When requesting an exception to this standard, the school must submit an ANSAA Professional Deficiency Plan for board approval.
- *4.1 Teachers of religion have a bachelor's degree or hold a certificate of training in the school's doctrine.
- *4.2 The school maintains a current professional file for each teacher that includes annual contracts, college transcripts, teaching certificates, annual evaluations, I-9 Employment Eligibility Verification, and background checks on teachers who do not have an AR teaching license.
- 4.3 The librarian has a degree in library science, is certified as a school librarian, or is working toward the degree.
- 4.4 Faculty and staff have clearly defined job descriptions.
- 4.5 Teachers are knowledgeable and committed to the heritage and mission of the school as well as with and its current teachings and educational philosophy.
- 4.6 The school has a planned program for professional development including in-service, workshops, professional readings, or additional course work.
- 4.7 Professional development is determined cooperatively by the faculty, staff and administration.
- 4.8 Teachers have some time in the daily schedule for instructional planning and conferences.
- 4.9 The school employs a sufficient number of faculty and staff to provide for effective instruction, supervision of extracurricular activities, and other student services.
- 4.10 Recommended maximum class size and teacher load:
 - a) Kindergarten 20 students per teacher
 - b) Grades 1-3 25 students per teacher
 - c) Grades 4-6 28 students per teacher
 - d) Grades 7-8 30 students per teacher
 - e) Grades 9-12 overall ratio 30 to 1

***4.11 Guidance Program Grades 9-12:**

- *a) Secondary school has a guidance program to aid students in educational, personal, social and career development.
 - *b) Secondary school provides the necessary facilities, support, and personnel for counseling.
 - *c) Guidance services are provided by qualified personnel.
 - *d) A ratio of one counselor for each 450 students is recommended.
 - *e) Secondary school has at least a part-time counselor.
- 4.12 The role of the counselor is clearly defined and communicated to the school community and the counselor's credentials match the school's job description.
- 4.13 The teaching load in a secondary school is determined by the number of class preparations, total number of students taught daily, special activities, and instructional methods.
- 4.14 The teaching load does not exceed 150 students except in certain activity classes such as technology, music, etc. Special consideration is given to innovative instruction, such as team teaching, large group, and independent study.

STANDARD V

Curriculum

The school curriculum encompasses all learning experiences necessary to educate the student: spiritually, mentally, socially, and physically. A written curriculum guide reflects the school's mission, philosophy, goals, and objectives. Fundamental principles of student growth, learning theories, and educational trends are incorporated in all areas of the academic program. Comprehensive curriculum plans are vital to the continued success of a quality academic program. The curriculum must be evaluated annually in terms of vertical and horizontal alignment and state and/or national standards.

- *5.0 The curriculum reflects the mission, philosophy, and goals of the school.
- *5.1 The curriculum encompasses the fundamental principles of student growth and development as well as specific learning theories accepted by the school.
- *5.2 The school has a written curriculum that incorporates both vertical and horizontal alignment, and takes into consideration state guidelines and national standards.
- 5.3 The school's written curriculum is developed and evaluated with input from the administration and faculty.
- 5.4 The school has a comprehensive plan for curriculum that is evaluated annually and includes the following components: a) effective instructional methods b) well-defined outcomes, c) a variety of learning materials and experiences, d) methods to address different learning styles, e) evaluation procedures, and f) consideration of state guidelines and national standards.
- 5.5 **Pre Kindergarten Programs:**
When developing curriculum schools should consider all state DHS guidelines. ANSAA schools having four-year-old programs are advised to follow the DHS minimum licensing requirements for child care centers. ANSAA does not oversee the accreditation of these programs, but does advise schools to seek a DHS certification.
- 5.6 **Kindergarten Through Eighth Grade:**
The core curriculum for grades kindergarten through eight incorporates a variety of learning experiences and provides instructional methods that meet the needs of students with different learning styles and abilities.

***5.7 Elementary Curriculum - Course Content / Grades Kindergarten-8**

The curriculum for grades kindergarten through eight includes content areas with an emphasis on mastery of competencies and skills based on state guidelines and national standards. Reading, writing, and mathematics must be incorporated into all curriculum areas.

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| <p>a) Religion (when applicable):</p> <ol style="list-style-type: none"> 1) Bible 2) Scripture 3) Memorization 4) Church History 5) Doctrine 6) Liturgy <p>b) Language Arts:</p> <ol style="list-style-type: none"> 1) Reading 2) Writing 3) Listening, Speaking <p>c) Mathematics:</p> <ol style="list-style-type: none"> 1) Number sense, properties, and operations 2) Measurement 3) Geometry and spatial sense 4) Data Analysis and Statistics 5) Patterns, Algebra, Functions <p>d) Social Studies:</p> <ol style="list-style-type: none"> 1) History and culture of Arkansas, the nation & world 2) Geography 3) Economics 4) Civic Education 5) Social sciences processes / skills | <p>e) Science:</p> <ol style="list-style-type: none"> 1) Life science systems 2) Earth/space systems 3) Physical systems 4) Environmental education 5) Engineering <p>f) Tools for Learning:</p> <ol style="list-style-type: none"> 1) Technical skills: research & information skills, use of computers & calculators 2) Data gathering: use of data bases, atlases, dictionaries, networks, news sources and interviews <p>g) Fine Arts:</p> <ol style="list-style-type: none"> 1) Visual arts instruction, appreciation, and application 2) Performing arts instruction, appreciation, and application <p>h) Practical Living Skills/Career Exploration</p> <p>i) Physical Education, Health, and Safety Education</p> |
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***5.8 Seventh & Eighth Grade Curriculum:**

The core curriculum for seventh and eighth grade students requires a full year of instruction in each of the following curriculum areas.

- *a) Religion (where applicable), *b) Language Arts, *c) Social Studies / Arkansas History (semester in 7th or 8th if not included in high school curriculum), *d) Science / Health, *e) Mathematics

***5.9** Seventh and eighth grade students are required to take instruction in the following areas for a minimum of a nine week grading period:

- *a) Physical Education (both seventh and eighth grade years)
- *b) Fine Arts (Visual and/or Performing Arts in seventh and/or eighth grade)

5.10 It is recommended that seventh and eighth grade students take a foreign language and have experience in career orientation.

***5.11 High School Curriculum - Minimum Course Offerings / Grades 9-12**

The secondary school must have a master curriculum schedule that offers a minimum of 28 units, 24 of which are offered at least every other year. The minimum requirement for graduation is 22 units. Sixteen (16) units are mandatory and are listed in standard *6.10. The minimum 26 course offerings are listed in standard *5.11 below. A unit of credit shall be defined as the credit given for a course which meets for a minimum of 120 hours per year or covers the intended content (i.e. online courses). The mandatory graduation requirements are found in *6.10.

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| <p>*a) Language Arts / 6 Units</p> <ul style="list-style-type: none"> • 4 units English • 1 unit of Oral Communication or ½ unit of O.C. & (½ unit of Drama or ½ unit journalism,) • Other approved elective courses <p>*b) Mathematics / 5 Units</p> <ul style="list-style-type: none"> • 1 unit Algebra I or Algebra A & B (Grades 7-8 or 8-9) • 1 unit Algebra II • 1 unit Geometry • 1 unit Pre-Calculus math to include Trigonometry / Comparable concurrent college courses may be substituted. • Other approved elective courses <p>*c) Science / 4 Units</p> <p>Active student participation in laboratory experience is required for a minimum of 20% of the instructional time.</p> <ul style="list-style-type: none"> • 1 unit Biology • 1 unit Chemistry • 1 unit Physics • Other approved elective courses | <p>*d) Social Studies / 4 Units</p> <ul style="list-style-type: none"> • 1 unit American History • 1 unit World History • ½ unit American Gov. / Civics • ½ unit Economics • ½ unit of Arkansas History if not taught in 7th or 8th Grade • Other approved electives <p>*e) Foreign Language / 2 Units</p> <ul style="list-style-type: none"> • 2 units of same language <p>*f) Computer Applications / 1 Unit</p> <ul style="list-style-type: none"> • 1 unit Computer Science <p>*g) Fine Arts / 3 Units</p> <p>*h) Physical Edu. and Health / 1 Unit</p> <ul style="list-style-type: none"> • ½ unit Physical Education • ½ unit Health Education <p>*i) Career / Technical Education / 2 Units</p> <p>Drafting, Drivers Ed, Leadership, Accounting, Graphic Design, Computer Application, Web Design, Engineering, Business Courses, etc.</p> <p>j) Religion (when applicable)</p> |
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5.12 It is recommended that elective courses be offered at least every two years at the high school level. Some examples are listed below:

1. Science (Anatomy, Physiology, Geology)
2. Mathematics (Calculus, Trigonometry, Consumer Math)
3. Art (including crafts)
4. Music (such as Music Appreciation)
5. Foreign Language (third and fourth year)
6. Social Studies (Anthropology, Sociology, AR History, Global Studies)
7. Drama
8. Home Economics (Consumer Ed., Parenting Ed.)
9. Approved programs including Advanced Placement and college courses
10. Exploratory, Vocational, or Industrial Arts

5.13 Online courses must be consistent with the school’s written curriculum and included in the school’s curriculum documentation. Courses from outside vendors must be accredited or approved by Arkansas Department of Education approved provider list, NCAA, or other recognized regional accreditors of online coursework.

STANDARD VI

Educational Program

The educational program develops from the school's objectives and goals and provides opportunities for students to grow in knowledge and understanding both as individuals and as members of a community. The educational program reflects the unique mission of the school and include the needs, abilities, and interests of all students. In addition, the educational program complies with external drives such as: college entrance requirements, accreditation standards, length of the school year, instructional time, state graduation requirements, standardized testing, placement testing, learning styles, and evaluation of student performance.

- *6.0** A standardized testing program is provided annually for grades 1-8 that includes diagnostic and prescriptive services utilized to direct student learning and evaluate curriculum.
- *6.1** The minimum length of the school year is in accordance with the length designed by the Arkansas Legislature. The on campus planned instructional time is a minimum of 178 days or equivalent of 1068 hours annually. Evidence of compliance is submitted yearly with the school's ANSAA Annual Report.
- *6.2** The planned instructional time in a 178 day school year shall not average less than six (6) hours per day or (30) hours per week for grades 1-12. Nothing less than three (3) hours will be counted as one-half (1/2) day of instruction. A full day kindergarten program shall not be less than five (5) and one-half (½) hours per day.
- 6.3 The educational program incorporates opportunities for students to develop their individual interests, ideals, attitudes, and values.
- 1.4 Flexibility within the educational structure and scheduling is provided to meet the needs of students with different talents and intellectual abilities.
- 6.5 Evaluation of the educational program includes a comprehensive review of the curriculum, instructional activities, materials, guidance programs, services, and extracurricular activities.
- 6.6 Evaluation of student performance is frequent and includes written reports, published grading system, and individual conferences with students and parents.
- 6.7 It is recommended that placement tests be used for students entering high school in order to assign educational courses best suited to their needs and level of attainment.

High School Graduation Requirements / Grades Nine through Twelve:

- *6.8** A minimum of twenty-two (22) units earned in grades nine through twelve is required for high school graduation, (16) of which are mandatory and are listed in standard *6.10
- *6.9** A unit of credit is defined as the credit given for a course which meets for a minimum of 120 hours per year.
- *6.10** The following sixteen (16) units are required for high school graduation:

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| English | (4) units |
| Mathematics | (4) units |
| 1 unit Algebra or its equivalent* | |
| 1 unit Geometry or its equivalent* | |
| *A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four unit requirement. | |
| Science | (3) units |
| 1 unit Biology or its equivalent | |
| 1 unit Physical Science or its equivalent | |
| Social Studies | (3) units |
| 1 unit World History | |
| 1 unit U.S. History | |
| (½) unit Civics or Government | |
| (½) unit Economics | |
| *Personal Family Finance training must be included in course content beginning in the 2019-2020 school year | |
| Social Studies | (3) units |
| 1 unit World History | |
| 1 unit U.S. History | |
| (½) unit Civics or Government | |
| (½) unit Economics | |
| Oral Communication | (½) unit |
| Physical Education | (½) unit |
| Health and Safety | (½) unit |
| *CPR Training must be included in course content | |
| Fine Arts | (½) unit |
| *Religion courses may not be substituted for any of the 16 units required for graduation. | |
| *Each student must have one digital learning course | |

STANDARD VII
Instructional Materials and Resources

The school library/media center is integral to the instructional program of the school and includes a book collection that is appropriate both in size and genre selection. The library/media center promotes the integration of instructional materials, resources, and teaching strategies to enhance the educational programs at all grade levels. The librarian in collaboration with the faculty, provides adequate resources that are readily available to students. Instructional materials, equipment, and community resources are utilized to support and enhance the curriculum. A wide variety of materials and resources are provided to accommodate individual differences in learning styles. All resources are classified, catalogued, and adequate in quality and number to meet the needs of teachers and students. In order to maintain the quality of resources, an annual assessment of the inventory is conducted.

- *7.0 The library must provide access to a minimum of 3,000 volumes, excluding textbooks, or a minimum of 8 volumes per student, whichever number is larger.
- *7.1 The collection of instructional, learning, and media materials are catalogued according to a recognized and accepted system of classification.
- *7.2 The school has accessible, adequate, and appropriate space for the library, media equipment, and resource materials.
- 7.3 Instructional materials, resources, and equipment are appropriate in quality and quantity to meet the needs of teachers, students, and the objectives of the educational program.
- 7.4 The school annually inventories, evaluates, and updates all instructional materials and equipment.
- 7.5 The faculty is encouraged to utilize community resources to supplement instruction and enhance the learning process.
- 7.6 The administration annually budgets sufficient funds to maintain, upgrade and replace library materials, equipment and resources.
- 7.7 The school has a written policy for the selection, maintenance, and weeding of library books and materials.
- 7.8 The librarian models and promotes collaborative instruction with teachers as determined by the individual needs of the students.

STANDARD VIII
Student Services

Education encompasses every area of the student's development including the student's health and safety. The school is concerned with the quality and variety of student services and the supervision of these services in relation to health and safety. Special attention is given to maintaining health records, child custody issues, diagnostic and prescriptive services, nutritious meals, and student supervision and safety. The integration of student activities and services aids the school in developing educational programs that assist students in forming talents and abilities to enhance their lifestyles.

- *8.0** The school maintains health records for each student including immunization and health screening requirements established by state law.
- *8.1** The school maintains permanent academic records for each student which are stored in a secure location within the school facilities.
- *8.2** The school has a written policy pertaining to child custody arrangements which includes release of student's records, filing of court orders, and procedures for checking students out of school during the day.
- 8.3 The school assists parents in securing diagnostic and prescriptive services for students with special needs as prescribed by local, state, and federal guidelines.
- 8.4 The administration, faculty, and staff are responsible for the health and safety of students while under the school's supervision.
- 8.5 The administration ensures that at least one member of the faculty or staff has a current certification in first aid, CPR, and automated external defibrillators (AED).
- 8.6 The school provides extracurricular activities that assist students in developing talents and abilities to enhance their lifestyles.
- 8.7 Qualified cafeteria personnel plan and serve a variety of nutritious meals that are appealing to students.

STANDARD IX
Physical Facilities

The school's facilities exist to provide a safe, clean, attractive, and functional environment in which the educational process can succeed and grow. Periodic inspection of the facilities and grounds are made in accordance with all local, state, and federal laws concerning safety and health issues. Written procedures addressing accidents, emergencies, and disasters are published and annually practiced by the faculty, staff, and students. Plans are developed to address maintenance as well as long-range capital improvements.

- *9.0** The physical facilities and school grounds are designed to ensure the health and safety of the total school community.
- *9.1** Inspections of the facilities, property, playground and athletic equipment are conducted and documented monthly to identify safety hazards and correct deficiencies.
- *9.2** The school adheres to local, state, and federal laws concerning safety and health of the school community with special attention given to the following (check ANSAA.com for annual updates):
 - *a.)** fire extinguishers are placed throughout the facilities and inspected annually
 - *b.)** emergency evacuation routes posted in all classrooms
 - *c.)** warning systems for emergency drills and other crisis situations
 - *d.)** safety drills are practiced and results are recorded – includes required monthly fire drills
 - *e.)** legal requirements for fire safety and annual inspections
 - *f.)** the school is in compliance with asbestos regulations
 - *g.)** school parking lot requirements including designated spaces for handicap parking
 - *h.)** cafeteria and kitchen state health and safety requirements
- *9.3** The school has a published crisis plan and written procedures for accidents, emergencies, and disasters that are practiced and reviewed annually with emergency numbers readily available.
- 9.4 The physical facilities are attractive and well-maintained with special attention given to cleanliness, lighting, heating, ventilation, acoustics, and maintenance.
- 9.5 The school has a plan for effective building maintenance, upkeep and repairs, and capital improvements.
- 9.6 The school has adequate and appropriate space for classrooms, library/media center, offices, storage, restrooms, and specialized instruction areas.
- 9.7 The school has well defined procedures for arrival and dismissal including adequate supervision to ensure the school's accountability for student safety.
- 9.8 A quick reference of the crisis plan procedures are available in each classroom (i.e. emergency flip chart).

STANDARD X
Finances

It is the responsibility of the governing board and administration to ensure that the school receives sufficient financial support to maintain high standards in all areas of operations: staffing, facilities, and material needs. The governing board and the school administration are responsible for both short-term and long-term financial planning and development. The school must maintain a nonprofit status and have a recognized accounting system that includes an annual financial review or audit. Financial policies must be established to assist in budgeting, cost controls, and revenue development.

- *10.0** The school is incorporated as a non-profit organization and has been granted a 501-(C) (3) or an equivalent form of tax-exempt status by the Internal Revenue Service.
- *10.1** The school operates by means of a carefully planned and regularly monitored annual budget to assure adequate financial resources and effective management.
- *10.2** All school accounts, including auxiliary groups (i.e. parent organization, Booster Club), must have a recognized accounting system which includes a sound check and balance structure and delineation of duties. Checks and balances will include reconciliation of bank accounts, posting, check writing, signing and depositing funds.
- *10.3** Accountability to the governing body or legal authority is ensured through a system of periodic financial reporting that includes an annual financial review or annual audit.
- *10.4** Schools using the ANSAA Financial Review form annually must conduct an external review or audit at least once every seven years, preferably the year prior to the ANSAA site visit.
- *10.5** The chief executive officer or educational administrator is given sufficient authority to monitor and regulate the expenditures of the annual budget.
- 10.6 Financial policies are established by the governing board or legal authority to guide the administration in budget development.
- 10.7 The governing board or legal authority approves an annual budget for the school which is financially sound and adequate to meet the school's goals.
- 10.8 The budget is planned through collaboration of the board, chief executive officer or educational administrator, and any institutions that are financially subsidizing the school.
- 10.9 The governing board or legal authority has developed long-range financial projections which includes recruiting, development, capital improvements, maintenance, technology, instructional materials and equipment.
- 10.10 The school and governing board provide a line item in the annual budget for professional development.

STANDARD XI

Development and Strategic Planning

Development and strategic planning are essential to the growth of the school and the success of the educational program. To ensure the continued effectiveness of the school and its programs, the school must plan for the future. The areas of curriculum, enrollment, recruitment, finance, public relations, marketing, and technology must be included in a strategic plan. The plan also includes an annual action plan that is updated and implemented as part of the school's annual objectives. Strategic planning and fund-raising activities are key components in assisting the school in reaching and maintaining its educational goals. All fund-development activities are consistent with the philosophy of the school and are developed with the added commitment of promoting a positive school image within the community.

- *11.0** The school has the responsibility of developing a Strategic Plan to strengthen all aspect of the school's operation (i.e. academic progress, enrollments, finances, staffing, facilities, marketing, and public relations); the plan must be updated annually and include the finances, personnel, resources, and timelines needed to achieve the action plans and goals.
- 11.1 Strategic plans should include a reasonable projection of school enrollment.
- 11.2 Strategic plans include marketing and public relation activities that promote the school within the local community and communicate the school's mission and philosophy.
- 11.3 The school establishes and maintains a development program to assist in achieving long-range and short term goals.
- 11.4 Fund-development activities involving students are evaluated annually with a special emphasis on appropriateness and the safety of the students.
- 11.5 Fund-development activities are consistent with the school's mission and are compatible with the school's long-range financial plans.

STANDARD XII
Technology

The technology program includes fundamental computer skills, the use of technology for research and communication, and updated computer instruction. Technology is one of the most costly programs in the school's educational system and requires a well-developed financial plan to meet current and future needs. Technology requires the guidance of a competent and trained instructional technologist. The curriculum design must provide plans for the integration of subject areas and equipment that will satisfactorily meet the needs of the school enrollment. The school technology policies and procedures are developed to safeguard use of the internet and to evaluate the curriculum in terms of instructional needs and upgrades.

- *12.0** The school has an acceptable use policy for the faculty, staff, and students that is annually reviewed, signed, and conveyed to parents in a written format.
- *12.1** Firewalls and filters are used on all computers to safeguard the use of restricted internet sites and comply with federal regulations.
- 12.2 Students understand the social and ethical issues related to using technology and demonstrate responsible use of the school's technology program.
- 12.3 The technology program incorporates fundamental computer skills, technology concepts and terms, and the use of technology for research and communication.
- 12.4 Technology is used to promote community and parental involvement through increased communication with parents, students, faculty and staff.
- 12.5 Technology is integrated with curriculum, instructional practices, classroom activities, and professional development.
- 12.6 The technology plan includes an action plan, timeline, and funding for upgrading and replacing programs and hardware, professional development, and technical support.
- 12.7 The school provides ongoing training that promotes effective use of technology for all personnel.
- 12.8 The school has clear guidelines related to the use of social media for the faculty, staff, and students. Schools using school social media accounts have well defined purposes and assign personnel to maintain the accounts.