

South Carolina Independent School Association

P.O. Drawer 690, Orangeburg, SC 29116

Phone (803) 535-4820

Fax (803) 535-4840



Head of School
Name of School
Address of School

Dear Head of School,

Plans are being made concerning your school's upcoming Advanced Accreditation visit. **The two day visit will occur sometime between _____ and _____. PLEASE NOTIFY THE SCISA OFFICE (using the enclosed form) OF YOUR SIX PREFERRED DATES FOR YOUR VISIT DURING THAT TIME FRAME. YOU MUST BE PREPARED FOR THE VISIT ON THE EARLIEST DATE YOU SELECT.** We must work with the schedules of many people and knowing your choice dates as soon as possible will greatly assist in planning your school's visit. The exact date and time, as well as the names of the team members will be coordinated with you in January. Please review carefully the enclosed accreditation documents. You may begin the self-study now, but keep in mind as you prepare that you will be required to provide current information effective with the current school year.

To assist you in preparing, please follow these directions:

1. **Make (7) complete packages**, each of which will contain all (items a – f):
 - a. **Completed and answered SELF STUDY REPORT.** The report covers thirty-four subjects. Do not leave any questions unanswered. At the top of the self-study questions are directions for organizing and completing the report – please follow the directions EXACTLY.
 - b. **Include the school's Long Range Plan** (see #32 of the self-study questions).
 - c. **An easy-to-read map including written directions to your school.**
 - d. **Your school's current SCISA Annual Report.**
 - e. **Your school's most current Stanford Achievement Test MASTER LIST SUMMARY page for each grade tested.** This page indicates the number of students at or above the 50th national percentile. Provide PSAT scores/documents for students tested in the 10th or 11th grade.
 - f. **The SCISA Advanced Accreditation requirements (standards).**
 - g. **Your school's last accreditation summary reports written by the visitation team.**

ALL SEVEN PACKETS ARE DUE AT THE SCISA OFFICE BY _____. BE SURE THEY ARE COMPLETE, ACCURATE, AND PROFESSIONAL IN APPEARANCE. YOUR PREPARED PACKAGES WILL BE SENT TO THE EVALUATION TEAM MEMBERS FOR THEIR PRIOR STUDY.

INCLUDE ENVELOPES OR BOXES (WITH PROPER POSTAGE AFFIXED) UNSEALED LARGE ENOUGH TO MAIL THE PACKAGES TO THE TEAM MEMBERS.

Next, prepare the following items to be placed in the accreditation meeting room on the day of the visit.

The evaluators will review these items on the day of the visit:

- 1. Blank report cards, blank permanent record cards, blank formal applications and contracts, blank testing applications or preliminary application.**
- 2. School brochure or catalog; student handbook, faculty handbook, and the school or Board policy handbook.**
- 3. Complete current spring testing results.**
- 4. Copy of the SCISA Accreditation Standards for an Accredited School revised and adopted May 7, 1998.**
- 5. Have available one copy of the school's curriculum guides and be able to demonstrate how your school is managing the curriculum.**
- 6. A diagram indicating classroom locations, with room numbers, and the teacher assigned to that room.**
- 7. A copy of your EAP (Emergency Action Plan).**

Please study the Accreditation Standards and the checklist that will be used by the team on the day of your visit, paying close attention to the new requirements **#5 EAP, #7 managing the curriculum, #9 electronic storage/Warning of Inherent Risk form, #10 nationally recognized testing service, and #14 formal or informal Professional Development.**

Plan to serve lunch for the team members at your school. It saves a great deal of time if the evaluators do not have to leave your campus. Some team members will require overnight accommodations and you will need to arrange the details through the SCISA office. Please alert your Board President, Chairman, or some other member of your Board to be available during lunch to meet with the team for approximately thirty (30) minutes. Best wishes from the SCISA staff for a successful visit.

Sincerely,

Lyndi Y. Bonnette
Activities Director

Enclosures

South Carolina Independent School Association

P.O. Drawer 690, Orangeburg, SC 29116

Phone (803) 535-4820

Fax (803) 535-4840

PREFERENCE DATES

SCISA ADVANCED ACCREDITATION requires a two day visit (back to back) by two university instructors, one SCISA headmaster, and two SCISA master teachers. To assist us in preparing for your visit, please list in the **order of preference**, six dates that would be good for your school. As much as possible we will try to schedule the visit on one of your choice dates. Of course, before any plans are finalized, we will confirm everything with you.

The dates of your visit should be normal school days. Check the SCISA and the SCISAA calendars to avoid conflicts. Also, do not select dates that could have groups of students or faculty members off campus for field trips, extracurricular activities, etc. Visitors want to see teachers teaching during the visit.

After the dates are determined, we will contact a SCISA headmaster to be an evaluator on your visit. If there is someone you would prefer that we do NOT ask, please let us know in the space provided below.

PLEASE COMPLETE AND FAX TO SCISA – Attention: Lyndi

School _____ Headmaster _____

Street address _____ City _____ Zip code _____

Total enrollment _____ What grades does your school serve? _____

Number of full-time teachers _____ Number of part-time teachers _____

ATTACHED IS A SCISA ACTIVITY CALENDAR. BE SURE YOU DO NOT SELECT DATES FOR YOUR VISIT THAT WOULD FALL ON THE DAYS OF AN ACTIVITY IN WHICH YOU MIGHT WISH TO PARTICIPATE. YOU MUST BE READY FOR YOUR VISIT ON THE EARLIEST DATE SELECTED.

CHOICE OF DATES IN ORDER OF PREFERENCE

YOU MUST INCLUDE ONE CHOICE PER MONTH BETWEEN _____ & _____.

1. _____ & _____ 2. _____ & _____ 3. _____ & _____

4. _____ & _____ 5. _____ & _____ 6. _____ & _____

Is there a headmaster you prefer we NOT ask to be on your visit? Name: _____

RETURN TO SCISA VIA FAX (803) 535 - 4840 BEFORE _____, _____

South Carolina Independent School Association

Advanced Accreditation Information

Standards for Advanced Accreditation

All the basic college preparatory standards and visiting team guidelines currently required for SCISA accreditation shall be met except as herein modified. In addition, the following revision of standards and practices are recommended.

THE SCHOOL

1. An augmented set of standards.
2. A more detailed and comprehensive self-study (see: "Documentation of Adherence to Standards").
3. This evaluation shall occur once every five years.
4. The visiting team shall be in attendance at a school for a minimum of 12 hours, at least six of which will be while school is in session covering two days with food and lodging to be provided by the school.
5. The visiting team shall consist of a minimum of the following: two college professors; one headmaster from another SCISA school; two master teachers from SCISA schools with expertise in different fields from each other and that of the visiting professors; the executive secretary of the Association may attend as an observer.
6. An exit conference with representatives of the Board of Trustees is required.
7. A fee of \$175 will be required if an additional on-site visit is required for the school to complete the advanced accreditation requirements or to verify that any deficiencies have been satisfied.

1. **CORPORATE STATUS.** The school is a legal entity as evidenced by its incorporation.
2. **GOVERNING BODY.** The governing body has well established and well understood procedures for developing school policy and for exercising its responsibilities.
3. **NON-DISCRIMINATORY PRACTICES.** The school admits qualified students and employs qualified personnel without regard to race, color, ethnic background, or national origin.
4. **EVALUATION PROCESS.** The school follows the Evaluation Process established by the South Carolina Independent School Association. The school completes a thorough self-evaluation, which is followed by a SCISA visit, in accordance with the procedures outlined by the Accreditation Committee.
5. **PUBLIC DISCLOSURE.** The school has available for all interested parties, and publishes as appropriate, the following:
 1. The philosophy and goals of the school
 2. A description of the educational methods of the school
 3. A description of the school's facilities
 4. A list of the professional staff, which includes the preparation and experience of each
 5. A general description of the curriculum
 6. The graduation requirements

7. A description of the student body, including:
 1. The general criteria for student selection
 2. A statement that average and median scores on standardized aptitude and achievement tests are available.
 3. An assessment of the stability of the student body as revealed by such information as:
Average yearly new admissions
Average yearly attrition by cause (dropout, moving, etc.)
 4. Placement and, to the extent possible, academic performance after graduation.
8. The rules and regulations under which the school operates.

6. FINANCIAL MANAGEMENT.

1. The school has a well-established budget making process.
2. The school's accounting system is adequate for its budget.
3. There is an annual professional audit. (Interpretation: There is an annual compilation financial statement prepared by a certified public accountant in accordance with generally accepted accounting principles. An Audit Committee of at least three board members will review the statements and records of the school and make a statement to the Board that the statements present fairly the financial condition and results of operations of the school.)
4. The school has a clear cut plan for retiring any current debt.

7. FINANCIAL RESOURCES.

1. The financial resources are adequate to sustain the program of the school.
2. The school engages in long-range financial planning.

8. ADMINISTRATION. The school has an effective administrative organization for carrying out the policies established by the governing board and for conducting the program of the school.

9. SCHOOL DAY AND YEAR. The school day and year are carefully planned and are of sufficient duration to provide for the total program of the school.

10. SERVICE MANAGEMENT.

1. Personnel. Service personnel are equipped by training and background for the positions which they hold.
2. Health Services. Provisions for injury and illness are adequate to meet the needs of the student body.
3. Food Services. Facilities and staff for food service, if offered, are adequate to meet the needs of the student body, meeting all local health standards.

11. PHYSICAL PLANT AND FACILITIES. The physical plant and the facilities are sufficient to enhance the academic, athletic, and extra-curricular programs of the school. The school complies with applicable state, municipal, and county health, safety, fire, and sanitation codes.

THE STUDENT

1. ADMISSIONS REQUIREMENTS.

1. Students are admitted only when it has been determined that there are reasonable expectations that the student's best interests can be served.
2. The school requires each candidate for admission to undergo evaluation to enable the school and the student to determine if enrollment would be mutually beneficial.

2. COGNITIVE CONCERNS.

1. A major concern of the school is the cognitive growth of each student. Cognitive growth includes "the recall or recognition of knowledge and the development of intellectual abilities and skills."
(1)
2. The school is concerned that each student develop to the extent possible, the following cognitive powers:
 1. Knowledge (the ability to recall facts, universals, specifics, methods and processes, patterns, and structures)
 2. Comprehension (the ability to grasp the meaning and intent of material presented)
 3. Application (the ability to use abstractions in particular situations)
 4. Analysis (the ability to detect relationships in material in an organized way)
 5. Synthesis (the ability to remember and interpret ideas in such a way as to be able to arrange and combine them to constitute structures not already apparent)
 6. Evaluation (the ability to make judgments about the value of material and methods for a given purpose)
3. A major goal of the school is to develop in each student a broadened foundation upon which to make judgments.

3. AFFECTIVE CONCERNS.

1. An important concern of the school is the affective growth of each student. Affective objectives include those "which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection.
Affective objectives may vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience." (2)
2. The school is concerned that each student develop to the extent possible, the following affective powers:
 1. Acceptance of a Value (the ability to attach "worth to a phenomenon, behavior, object, etc.") (3)
 2. Preference for a Value (the ability to become "sufficiently committed to a value to pursue it, to seek it out, to want it.") (4)
 3. Commitment to a Value (the ability to hold a value so that the student seeks to deepen involvement with the value and what it represents.)
 4. Conceptualization of a Value (the ability to see "how the value relates to those that he already holds or to new ones that he is coming to hold.") (5)
 5. Organization of a Value System (the ability to bring together a complex of values and arrange them into an ordered relationship.)
3. **PSYCHOMOTOR CONCERNS.** An important concern of the school is the psychomotor development of each student. Psychomotor development "emphasize(s) some muscular or motor

skill, some manipulation of material object, or some act which requires a neuromuscular coordination." (6)

THE FACULTY AND STAFF

1. **QUALIFICATION.** The professional staff members are qualified by preparation and experience for the positions they hold and for the work to which they are assigned. The headmaster must have a master's degree or above.
2. **EDUCATIONAL PHILOSOPHY.** Each member of the professional staff understands and supports the school's statement of philosophy and goals.
3. **EDUCATIONAL METHODS.**
 1. The school has developed well-defined assumptions about the learning and teaching processes which all members of the professional staff understand.
 2. The school has adopted educational methods appropriate to its assumptions about the learning and teaching processes, and each member of the professional staff uses methods consistent with these assumptions.
4. **PROFESSIONAL CONCERNS.**
 1. Supervision The professional staff receives ongoing supervision and assistance from the administration, which is designed to improve instruction.
 2. Evaluation The school provides an annual evaluation of individual staff performance which is understood by, and shared with, each member of the professional staff.
 3. Growth The school provides, on a regular basis, opportunities for the professional growth of the staff, with such professional development being supported by an adequate line item in the budget.
5. **INVOLVEMENT IN PROGRAM DEVELOPMENT.** The school involves, in appropriate ways, the professional staff in the development and implementation of the school's educational program, including a well-articulated curriculum guide for all subject and grade levels.
6. **COMPENSATION.** There is a reasonable concern and attempt to develop fair and adequate salaries and fringe benefits for all employees.
7. **QUALITATIVE STANDARDS.** The school has a SAT standard of either a 1100 average split score of the top 25% of students that take the SAT or ACT equivalent (which may include the previous year's graduates.). Has Stanford Achievement scores of 60% of the national percentile or better on the total battery over four grade levels for the year previous to accreditation.

REQUIREMENTS FOR AN ACCREDITED SCHOOL

I. An accredited independent elementary school must employ qualified (defined II, B) teachers and other necessary staff personnel, maintain a proper pupil-teacher ratio (defined II G), use a course of study appropriate to its pupils, adopt adequate textbooks approved by appropriate personnel or by a committee on standards representing the SCISA, provide adequate library services and adequate guidance services including annual use of nationally recognized tests to validate local evaluation and to determine proper placement.

II. An accredited independent secondary school must meet the minimum standards set by the SCISA. To be accredited, an independent secondary school must:

A. Employ a school administrator with at least a bachelor's degree who does not teach more than two of the following: Two periods a day or coach two varsity athletic teams, or one of each. An assistant administrator, who teaches less than a full load, is required in schools over 250 enrollment.

B. Employ teachers in grades K5 (hired after January 1994) through 12 whose academic training, experience, or combination of same, fully indicate the professional ability, insight, and enthusiasm necessary to complete classroom assignments satisfactorily. Each teacher in grades K5 through 12 must have a minimum of a state certificate and/or bachelor's degree.

C. Employ a sufficient number of such teachers to sustain a curriculum that shall include one or both of the following:

GENERAL DIPLOMA REQUIREMENTS:

Subject Units

English:	4
*Mathematics:	3
*Science:	3
*Social Studies (One of these must be a unit in American History):	3
Electives:	5

* Two units of the same foreign language may be substituted for two of the following three units: One unit of science, one unit of mathematics, or one unit of social studies.

COLLEGE PREPARATORY DIPLOMA REQUIREMENTS:

Subject Units

English:	4
Mathematics (Algebra I, Geometry, Algebra II):	3
Science (Phys. Science, Biology, Chemistry, or Physics, I and/or):	3
Social Studies (American Hist., European Hist., Govt. /Econ. 1/2 each):	3
Foreign Language (Two units of the same language):	2
Physical Education:	1
Electives:	4

Appropriate research experiences should be included in the curriculum.

These may apply to one "track" of a high school with more than one curriculum or to a high school as a whole. If only part of the school is meeting these, the administration must be sure the Board, pupils, and parents are aware of which pupils are in which "track," and the school's diploma should indicate the distinction.

A school chartered for diagnosed learning disabilities may receive special consideration in the areas of course requirements and grade level promotion.

Levels in each curriculum as applicable to each individual member school:

FOR ADVANCEMENT TO:	GENERAL DIPLOMA	COLLEGE PREPARATORY
Sophomore (grade 10)	4 units	4 units
Junior (grade 11)	8 units	9 units
Senior (grade 12)	13 units	14 units
Graduation	18 units	20 units

Each member school shall determine eligibility for grade placement according to entrance tests, past records, and the needs of each individual student.

D. Operate the school no fewer than 5 1/2 hours per day for a minimum of 180 school days (gross) per year. This is defined as no less than 175 student school days per session with only three half-day exam days each semester being allowed to count toward the total number of days as a full day. Gross days are defined as student days plus faculty in-service days. One-unit courses meet five days per week for a minimum of 45 minutes each period or the equivalent.

E. Provide an on-campus, centralized (inventoried and controlled) access to sufficient library books, technological and other resources, to supplement and enrich the total school program emphasizing instruction in research skills. Complete library standards are included in accreditation standard packets. Note: Use of off-campus research facilities is encouraged, but this should not take the place of the on-campus facility.

F. Provide adequate guidance services including annual use of nationally recognized achievement tests to validate local evaluation and to determine proper placement. Administer achievement tests to four grades each year and I.Q. tests to at least three grades each year through the SCISA testing program. In addition, P.S.A.T.'s must be given in the 10th or 11th grade.

G. Realize that though the SCISA strongly recommends a maximum class size of 25 pupils per class, schools may increase this number to 28 per class. Any increase above 28 requires action of the school's Board of Directors and must be documented and be available to the SCISA upon request.

H. Keep adequate permanent records on teachers and pupils, including current valid transcripts on all teachers and pupils. An official transcript or copy of the official transcript showing the college seal is required on teachers and administrators.

I. Schools must make provisions for annual faculty development.

J. Administrators and/or school representatives must attend at least one headmasters' meeting (November or March) each year, and are encouraged to attend workshops and take graduate courses.

K. Have curriculum guides which provide a detailed description of the curriculum of the school available for inspection by the visiting team.

L. A school must have a LONG RANGE PLAN. The Long Range Plan must include all of the following elements:

1. A three to five year outlook for the school.
2. A statement of the enrollment goals of the school.
3. A statement of the budget and salary goals of the school.
4. A plan and demonstration of consistency between the school's Mission Statement and the Long Range Plan.
5. A plan and demonstration of consistency between the school's Curriculum and the Long Range Plan.
6. Input from the broad school constituency concerning these listed items.

III. A school's physical facilities must meet the applicable federal, state, and local safety, fire, and *health (*definition: including immunizations, School Employee Evaluation For Tuberculosis, and Blood borne Pathogens) regulations. In laboratories these regulations require that the laboratory include eye wash, safety shower, ventilation, gas and water cut-offs located inside the laboratory, two fire extinguishers, and safe storage for flammable substances. The grounds shall provide areas for physical education and recreation and the building shall be maintained to provide a safe, sanitary, and attractive environment for learning.

IV.

A. A school is normally accredited for three years. However, the visiting committee may recommend either of two one year periods of accreditation when it feels the circumstances warrant, including but not limited to, frequent faculty, administration, or trustee turnover and/or a sharp decline in student enrollment.

B. Provisional Accreditation is a one year accreditation of a school that is not currently accredited and meets many of the requirements but needs to improve in certain areas without undue delay. Though this will be most frequently used for schools never before accredited, it may be used for schools which have lost accreditation.

C. Probational Accreditation is a one year extension of a currently held full accreditation when the school does not merit a renewal of accreditation for the full three year term.

D. Effective July 1, 1995, the maximum length of time a school may hold provisional or probational accreditation shall be two years.

E. Each time a school is visited, the following accreditation charge will be required in advance: \$450.00 for schools with enrollment of 400 or more; \$350.00 for schools with less than 400 enrolled. Advanced Accreditation fee is \$900.00. A fee of \$175 will be required if an additional on-site visit is required for the school to complete the accreditation requirements or to verify that any deficiencies have been satisfied.

F. The accreditation of any school may be temporarily suspended by the Accreditation Committee, after the Committee's review, if it appears that the school may not be meeting all accreditation standards.

G. Initial Accreditation becomes effective at the Board meeting at which it is approved. Basic and Advanced accreditation become effective and expire on July 1.

South Carolina Independent School Association

DOCUMENTATION OF ADHERENCE TO STANDARDS ADVANCED ACCREDITATION SELF STUDY QUESTIONS

It is the function of the Visiting Committee and the Accreditation Committee to determine that the STANDARDS of the Association have been met. To ensure that the Association's STANDARDS will be applied in an equitable manner to all schools, each school is asked to provide the information below. This is to be considered privileged information. (The figure or document named in parenthesis indicates which STANDARD the documentation is intended to support.)

Organized and type the self-study report using the following format:

- A. Make a cover page. Include the school's name and address, headmaster's name, assistant headmaster's and any other administrator's name(s), and date of the report.
- B. Use as **SEPARATE PAGE** to answer each of the numbered questions. First, restate the question, then follow with the answer. Number each page of the report.
 1. Is the school incorporated for profit, or not-for-profit? Provide evidence of the institution's incorporation. (Provide a copy of the school's by-laws.)
 2. Describe the composition of the governing body. What are the procedures for developing a school policy with the governing body? (By-laws, Trustee Manual.)
 3. What procedures have been developed to determine if policies are being implemented as intended?
 4. Provide evidence that the school has stated its non-discriminatory practices in regard to:
 - Student admissions
 - Faculty and staff employment
 - Copy of annual announcement in the newspaper
 5. Provide evidence that the school follows the association's Public Disclosure Standard.
 6. Describe the school's budget.
 7. Does the school follow generally accepted accounting procedures?
 8. Who audits the books? How often? What procedures are used?
 9. Provide the following:
 - The current faculty salary rationale
 - The current staff salary rationale
 - The current year's budget

10. Does the school operate at a deficit or surplus, exclusive of tax deductible donations? If a deficit, how is it overcome?
11. Outline the school's procedures for both long-range and short-range financial planning.
12. Describe the school's administrative organization. (II A)
13. Furnish the daily schedules and the calendar for the year. Describe the rationale that leads to the construction of the daily schedules and the calendar for the year (II D)
14. Supply job description and employment qualifications for nonprofessional personnel.
15. Describe the school's policies and practices regarding health and food services.
16. What is the value of the school plant (building and grounds)? (Provide copy of most recent audit.)
17. Provide a narrative account of the school plant, paying particular attention to the best and worst features. (III)
18. Provide a detailed description of the admissions process. (Provide a copy of Admissions Brochure)
19. Provide a detailed description of the curriculum of the school. Describe the rationale that leads to the development and adoption of the curriculum in each discipline. (Have Curriculum Guide available for inspection by visiting team.)
20. Provide a detailed description of the curriculum in each discipline. Describe the rationale that leads to the development and adoption of the curriculum. Provide evidence that the curriculum is being managed.
21. How does the school determine the values it wishes to promote? How are these values implemented? (Provide a copy of the Student Handbook.)
22. Provide a description of the counseling and advisory program. How does the program meet the cognitive and affective needs of the students?
23. How does the school identify its minority groups? How are the needs of these groups met? Note: SCISA means by minority, the minorities in reference to the total school population.)
24. Document the academic qualifications and health requirements for each employee. (II H) Is there an official college transcript (for each faculty member), I-9 form, (for all employees hired after November 6, 1989), School Employee Evaluation for Tuberculosis, EAP training, and verification of Blood-borne Pathogens Training on file for every faculty member?
25. Provide evidence that the school has attempted to acquaint each faculty member with the school's philosophy and goals. (Provide a copy of Faculty Handbook)
26. State the Athletic Philosophy. (For Athletic Members)
27. Describe each discipline's educational methods. What rationale led to the development of these methods?

28. Provide statements detailing each discipline's assumptions about the learning and teaching process. How was each statement developed?
29. Describe the school's program of faculty supervision and assistance designed to improve instruction.
30. Describe the school's method for faculty evaluation.
31. Describe your procedures for ensuring faculty development for your school if you are using either the Creating a Faculty of Life-Long Learners, or Looking at Student Work programs.
32. Complete the attached Professional Development Checklist if you are not using either of the above programs; including both formal and informal professional development.
33. Describe, through examples, the way in which the professional staff is involved in the development and implementation of the school's educational program.
34. A school must have a LONG RANGE PLAN. The Long Range Plan must include the following elements:
 - A three to five year outlook for the school.
 - A statement of the enrollment goals for the school.
 - A statement of the budget and salary goals of the school.
 - A plan and demonstration of consistency between the school's Mission Statement and the Long Range Plan.
 - A plan and demonstration of consistency between the school's curriculum and the Long Range Plan.
 - Input from the broad school constituency concerning these listed items.
35. Previous Visit (does not apply to initial accreditation)
 - Provide a list of progress made on recommendations and/or deficiencies written by the visitation committee on your last visit.

NOTE:

Any school which applies but fails to meet the Standards for Advanced Accreditation may be awarded Basic Accreditation if all Basic Minimum Requirements for an Accredited School are met. The Accreditation Committee may, in its review of a specific school, request additional information which is not asked for in this document.

South Carolina Independent School Association

BASIC AND ADVANCED SUGGESTED EVALUATIVE CRITERIA (For Headmaster Representative & Accreditation Visiting Committee)

SCHOOL STAFF AND ADMINISTRATION

- Clear delegation of authority and definition of responsibility for administration and functioning of the school between the board, administration, faculty, and parent's organizations.
- Provision and adequacy for communication/dissemination of information between faculty, staff, students, and parents. Clear channel for faculty, student and parent input of opinions and recommendations.
- Student records: complete, neat, accurate, cumulative, secure from loss, unauthorized disclosure, and alterations.
- Teacher records: transcript and health; all teachers in grades K5 (hired after January 1994) through 12 "must have a minimum of state certificate and/or bachelor's degree." There must be an official college transcript on file for each faculty member. Headmaster does not teach "more than two periods a day or coach two varsity athletic teams, or one of each. An assistant administrator who teaches less than a full load is required in schools over 250 enrollment."
- The school operates "not less than 5 ½ hours a day for a minimum of 175 students school days per session with one-unit courses meeting five days a week for 45 minutes each period or the equivalent."
- Simplicity, adequacy, and accuracy of budget and accounting procedures and records, to include special activities.

SCHOOL PLANT AND FACILITIES

- Overall aesthetic qualities, design, and physical composition which provide for student needs and promote a learning environment and educational program (lighting, acoustics, noise control, physical comfort, health, and safety).
- Adequacy and maintenance of assembly and recreational areas, dining facilities, student and faculty restrooms, office space and equipment.

GUIDANCE SERVICES

- Extent, adequacy, and manner by which student development and interpersonal relationships are monitored, encouraged, and guided with regard to social behavior and personal adjustment, attitudes and values, and discipline. Provision for remedial services.
- Organization and adequacy of guidance serves and staff, and the degree to which they are sufficient, accurate, and current.

- Method and adequacy by which test results and student descriptions are obtained, safe-guarded, utilized, and interpreted for positive result with regard to identification of student, faculty, and curriculum strengths and weaknesses. Provision for follow-up, including post-graduate.
- Procedures and extent by which students are advised and counseled concerning current career choices and needed qualifications.

PHYSICAL EDUCATION AND HEALTH

- Effective program for screening, recording, monitoring, and follow-up on student and faculty health status, problems, and physical deficiencies. Presence of SCISAA Medical Form (doctor's certificate), SCISSA Parent's Permission Form and signed Warning for Inherent Danger Form for students participating in SCISAA contests.
- Adequacy of program and activities to promote good mental, emotional, and social health practices.
- Adequacy of program, activities, and equipment to provide progressive evaluation of student physical fitness and achievement in accordance with individual aptitudes. Opportunity for specialization in areas of interest or ability.
- Adequacy of procedure, equipment, and staff training for emergency illness or injury.

STUDENT ACTIVITIES

- Extent to which student activities program complements and expands the academic program, and programs by which school discovers and promotes special talents, interest and activities.
- Extent to which students and administration "communicate"; the solicitation, processing, and implementation of requests for change or improvement.
- Adequacy of school-sponsored assembly programs in and out of school.
- Extent to which faculty, parents, and students themselves participate in the management of activities.
- Overall student morale, esprit, and loyalty to school and its administration.

EDUCATIONAL MEDIA, FACILITIES, AND SERVICES

- Adequacy, accessibility, arrangement, and display (space and attractiveness) of resources for student use and development.
- Adequacy and use of instructional materials and aids, professional literature, and equipment for production of educational materials for faculty use.
- Organization for recommending and selecting materials and equipment; financial provisions for continuous development of educational media, facilities, and services.
- Adequacy of records for the storing, inventory, and maintenance of educational materials and equipment.
- Provisions for use of resources available to the community to supplement those of the school.

LIBRARY STANDARDS

BOOKS - The library shall have a minimum of 2000 usable and acceptable books or an average of 10 books per student, whichever is greater. These shall be books exclusive of government documents, multiple texts, and pamphlets. The collection should be well-balanced and systematically selected for a wide coverage of subjects. The elementary library should not contain more than two-thirds of its titles in fiction, and the high school should not contain more than one-third of its titles in fiction.

NOTE: Titles on CD Rom, computer software, or the internet may be substituted for hard bound books.

REFERENCE MATERIALS - Each school library shall provide a well-rounded collection of basic reference materials needed to satisfy curricular requirements and stimulate intellectual development of students. The collection shall include a current encyclopedia set, an unabridged dictionary, a foreign language and geographical dictionary, a thesaurus, a current atlas and almanac, literary criticisms, and biographies.

MAGAZINES -Each school library shall provide an interesting and useful collection of current periodicals to accommodate needs for current information and appeal to personal interests of students.

PROFESSIONAL MATERIALS -Each library shall provide a central collection of easily accessible professional materials for teachers to keep abreast of trends, developments, research, and techniques both in general and specialized areas of education.

NEWSPAPERS - Each library shall provide a daily newspaper that provides coverage of local, state, and national news.

TECHNOLOGY - Each library shall provide internet access. It is recommended that all students be exposed to automated library systems.

LIBRARIAN - A school shall have a teacher assigned to the library. A secondary school shall have a teacher assigned who has library training through SCISA or through an approved mentor program.

FACILITIES -All schools shall provide a separate library or combination library-study hall equipped with tables, chairs, bookshelves, magazine rack, circulation desk and other equipment commensurate with the size of the school.

South Carolina Independent School Association

P.O. Drawer 690, Orangeburg, SC 29116

Phone (803) 535-4820

Fax (803) 535-4840



Dear Accreditation Team Member,

We appreciate your willingness to serve as an evaluator on the accreditation team listed below. Following are suggestions to help make this a productive visit:

1. Plan to arrive at the school by 8:00 a.m.
2. Conduct an interview with the Head upon arrival.
3. Accreditation team members should divide the areas of responsibility of the visit to best serve the school.
4. Review all curriculum guides.
5. Review the Long Range Plan (6 points)
6. Visit every classroom and observe each teacher in a teaching situation.
7. Tour the entire school plant and facility.
8. Review all student and personnel records.
9. Review the school's previous accreditation report (s) to be sure any previously reported deficiencies have been satisfied. DOES NOT APPLY TO INITIAL VISIT>
10. Plan a conference with the board chairman or his/her representative and all team members.
11. Plan to interview a cross-section of students and faculty members.
12. Use the entire school day to conduct the visit.
13. After the school day the team should meet to discuss the strengths and weaknesses of the school prior to the exit conference.
14. Conduct an exit conference with the Head to share the team's findings.
15. Evaluation reports should be assigned and returned to the SCISA office by _____.
16. Evaluate the Library according to the Accreditation Committee Library Standards which are attached.

VISIT TO: _____

ADDRESS: _____

UNIVERSITY TEAM MEMBERS: _____

SCISA HEADMASTER: _____

Copy to: Headmaster of the school to be visited.

South Carolina Independent School Association Advanced Accreditation Information

SCISA ADVANCED ACCREDITATION CHECKLIST

SCHOOL _____

DATE _____

Please mark one of the boxes under each statement. A mark of unacceptable requires an explanation in the space provided for comments.

1. The school administrator has at least: (a bachelor’s degree for basic) and (a master’s degree for advanced) and does not teach more than two periods a day or coach two varsity athletic teams, or one of each. An assistant administrator who teaches less than a full load is required in schools with over 250 enrolled.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

2. The school employs teacher in graded K-5 – 12 whose academic training, experience or combination of same, fully indicate the professional ability, insight, and enthusiasm necessary to complete classroom assignments satisfactorily. Each teacher in grades K-5 – 12 has a minimum of a state certificate and/or a bachelor’s degree. A transcript designated by the issuing school as official must be available for each teacher. A student copy or a copy of a copied transcript is not acceptable unless a state certificate is also on file in a fire-proof cabinet. In addition to a transcript, teacher’s, administrator’s and staff files must include a School Employee Evaluation for Tuberculosis, an I-9 Form for all employees hired after November 6, 1986, and verification of Blood-borne Pathogens Training, and EAP training is required for ALL school employees. (Employee is defined as anyone in direct contact with your students.)

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

3. The school employs a sufficient number of teachers to sustain a general or college preparatory curriculum or both.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

4. The school follows the recommendations of SCISA that a maximum class size should be 25 students but increases may be up to 28. Any increase above 28 has been approved by the school’s Board of Directors and is documented and available to SCISA.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

5. The school has a site-specific Emergency Action Plan (EAP)

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

6. The school maintains a course of study appropriate to its pupils adhering to either general diploma or college preparatory requirements.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

7. The school has curriculum guides which provide a detailed description of the curriculum of the school and proof that it is being managed.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

8. The school provides an on-campus, centralized (inventoried & controlled) access to sufficient library books, technological and other resources, to supplement and enrich the total school program emphasizing instruction in research skills.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

9. The school keeps adequate permanent records on students stored electronically and housed off site, or in a fire-proof cabinet. Student records must include a SC Certificate of Immunization, a current valid transcript, and a SCISAA Parent's Permission form, a SCISAA Medical Form (doctor's certificate), and a signed Warning of Inherent Risk form for athletic members.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

10. The school provides adequate guidance service including annual use of nationally recognized achievement tests to validate local evaluation and to determine proper placement. The school administers achievement tests to four grades each year and I.Q. tests to three grades each year through a nationally recognized testing service. In addition, PSATs must be given in the 10th or 11th grade.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

11. The school operates no less than five and one-half hours a day for 180 days (gross) per year. This is defined as no less than 175 student school days per session with only three half-day exam days each semester being allowed to count toward the total number of days as a full day. Gross days are defined as student days plus faculty in-service days. One unit courses meet five days per week for a minimum of 45 minutes each period or the equivalent.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

12. The school has adequate laboratory facilities to support the curriculum of the school. These regulations require that the lab include eye wash, safety shower, ventilation, gas and water cut-offs located inside the lab, two fire extinguishers, and safe storage for flammable substances. Physical facilities meet the applicable federal, state, and local safety, fire, and health regulations. The grounds provide areas for physical education and recreation and the building is maintained to provide a safe, sanitary, and attractive environment for learning.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

13. Administrators and/or school representatives must attend at least one headmasters' meeting (November or March) each year, and are encouraged to attend workshops and take graduate courses.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

14. Schools make provisions for faculty development either formally or informally.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

15. The school has LONG RANGE PLAN which includes each of the following:

- A three to five year outlook for the school.
- A statement of the enrollment goals of the school.
- A statement of the budget and salary goals of the school.
- A plan and demonstration of consistency between the school's Mission Statement and the Long Range Plan.
- A plan and demonstration of consistency between the school's Curriculum and Long Range Plan.
- Input from the broad school constituency concerning these listed items.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

16. There is a clear-cut separation of authority between the Board and the Headmaster. A good working relationship exists between the Board, Headmaster, Faculty, and parents.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

17. The school utilizes proper publications to communicate with students, faculty, and parents. (Faculty and Student handbooks)

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

18. The school has an Athletic Philosophy Statement. (only required for Athletic Members)

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

QUALITATIVE STANDARDS FOR ADVANCED ACCREDITATION

19. The school has an SAT standard of either a 1100 average split score of the top 25% of students that take the SAT or ACT equivalent (which may include the previous year's graduates). Has Stanford Achievement scores of 60% of the national percentile or better on the total battery over four grade levels for the year previous to accreditation.

ACCEPTABLE _____ UNACCEPTABLE _____

Comments: _____

PROFESSIONAL DEVELOPMENT CHECKLIST

TEACHER	POSITION	PROFESSIONAL DEVELOPMENT <small>(Show three years)</small>

STUDENT FILE

Name

Form	In File	Verified by	Date
SC Certificate of Immunization			
Valid Transcript			

Comments: _____

STUDENT ATHLETE FILE

Name

Form	In File	Verified by	Date
SC Certificate of Immunization			
Valid Transcript			
Parental Permission			
SCISAA Medical Form			
Warning of Inherent Risk Form			

Comments: _____

FACULTY FORM

Name

Form	In File	Verified by	Date
Transcript and/or State Certificate			
TB Test			
I-9			
Blood-borne Pathogen Training			
EAP Training			
E-Verify			

Comments: _____

STAFF FORM

Name

Form	In File	Verified by	Date
TB Test			
I-9			
Blood-borne Pathogen Training			
EAP Training			
E-Verify			

Comments: _____

