

# STUDENT SERVICES STANDARD FOR ACCREDITATION

## A. ISSUES RELATED TO THIS STANDARD

The following requirements ask the school system to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data assist the school system in making the determination whether it meets the Standard and its Indicators of Quality.

### A.1. SCHOOL SYSTEM'S STUDENT SERVICES STAFF

Type of Student Services Personnel	Number	Source		Adequacy of Type and Number		
				S	NI	U
Guidance Counselor	5	X	Staff	X		
			Outsourced			
Psychologist	5	X	Staff	X		
			Outsourced			
Psychiatrist	0		Staff	X		
			Outsourced			
Substance Abuse Counselor	0		Staff	X		
			Outsourced			
Certified Special Education Teacher	27	X	Staff	X		
			Outsourced			
Special Education Paraprofessional	40	X	Staff	X		
			Outsourced			
Food Services	36	X	Staff	X		

Type of Student Services Personnel	Number	Source		Adequacy of Type and Number		
				S	NI	U
			Outsourced			
Transportation Services	1 staff	X	Staff	X		
		X	Outsourced	X		
Admissions Counselor	0		Staff			
			Outsourced			
Other:			Staff			
			Outsourced			
Other:			Staff			
			Outsourced			

**A.1.a. Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

None

## **B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY**

The school system must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school system meets the Standard. Rate the degree to which the school system meets each Indicator by using the following scale:

**Rating of Adherence to the Indicator**

<b>1. Does Not Meet</b>	The evidence indicates the school system <b>does not meet</b> the expectations of this Indicator
<b>2. Partially Meets/In Need of Improvement</b>	The evidence indicates that the school system <b>partially meets</b> the expectations of this Indicator and <b>is in need of improvement</b>
<b>3. Meets</b>	The evidence indicates the school system <b>meets</b> the expectations of this Indicator
<b>4. Exceeds</b>	The evidence indicates the school system <b>exceeds</b> the expectations of this Indicator

## Middle States Association Accreditation Standard Student Services

### *10.1 – 10.26: Indicators for the school system*

#### Student Support Services

MSA Indicator of Quality	Rating			
	1	2	3	4
10.1 Student support services address academic skills development, social skills development, personal growth, and career planning.			X	
10.2 Counselors, administrators, teachers, and/or other staff members share responsibility for providing guidance and support to students.			X	
10.3 The school system is sensitive to the critical importance of non-academic needs of students. A process is in place to address students' emotional and social needs.			X	
10.4 Assessment data are used to adapt curriculum and teaching methods, provide personalized counseling, and identify appropriate program placement for students.				X
10.5 Career awareness activities are provided as appropriate.			X	
10.6 Student support services extend into and incorporate community services as needed.			X	

MSA Indicator of Quality	Rating			
	1	2	3	4
10.7 Student data are current, comprehensive, and readily available for use by the staff.				X
10.8 Follow-up studies of graduates and other former students are carried out and data are shared with staff to help determine the effectiveness of the school system's educational program and services.		X		
10.9 The school system offers an orientation program for new students and their families to share the system's philosophy/mission, policies, procedures, and expectations.			X	
10.10 Families are provided with information about child development, education, and related topics through personal communications, pamphlets, meetings, and referrals to web sites and other resources.			X	

### Transportation Services

MSA Indicator of Quality	Rating			
	1	2	3	4
10.11 Written policies and procedures are implemented to ensure the safety of students when being picked up, transported, and dropped off by transportation provided by the school system.				X
10.12 Appropriate training is provided to transportation providers.				X
10.13 Transportation services provided or contracted by the school system meet the safety requirements of all appropriate legal authorities.				X

### Food Services

MSA Indicator of Quality	Rating			
	1	2	3	4
10.14 Student dining areas are functional and hygienic.				X

MSA Indicator of Quality	Rating			
	1	2	3	4
10.15 Meals provided by the school system meet generally accepted nutritional standards. Information about nutritional values of the foods is available.				X
10.16 Appropriate training is provided to food services providers.				X
10.17 Food services personnel meet the health requirements of all appropriate authorities.				X
10.18 Food service facilities are inspected regularly and meet the health and safety requirements of all appropriate authorities.				X

### Services for Student with Special Needs

MSA Indicator of Quality	Rating			
	1	2	3	4
10.19 The school system implements written policies and procedures to identify and address the needs of students with special needs.				X
10.20 The school system provides or refers families to appropriate related services and/or accommodations to meet student needs.				X
10.21 As applicable, the school system is in compliance with all local, state, and federal requirements related to students with special needs.				X

### Admissions and Placement

MSA Indicator of Quality	Rating			
	1	2	3	4
10.22 The school system implements written admissions policies and procedures.				X
10.23 The school systems implements written policies and procedures for placement of students in appropriate programs and levels.			X	
10.24 Applicants for enrollment and their families are			X	

MSA Indicator of Quality	Rating			
	1	2	3	4
clearly informed of the philosophy/mission of the school system, the nature and extent of the educational program and services available, tuition and fees (if applicable), school system policies, and expectations for satisfactory student performance.				
10.25 The school system accepts students for whom there is a reasonable expectation of success in the educational program as appropriate and interpreted by law.				X
10.26 All statements and representations relating to the school system's educational programs, services, and resources are clear, accurate, and current.			X	

***10.27 – 10.31: Indicators for school systems that provide all or part of their educational program by a distance modality***

<b>These Indicators are not applicable to our school system.</b>
--

MSA Indicator of Quality	Rating			
	1	2	3	4
10.27 Prior to admission, prospective students and their parents/guardians are advised about the self-motivation and commitment needed for successful distance learning and the technical competence required to participate and learn in the educational program.			X	
10.28 Admissions inquiries are handled in a prompt and thorough manner.			X	
10.29 Adequate advisory services are available for students who are having difficulty with their studies as well as for those who are rapid learners.			X	
10.30 Students are actively encouraged to start, continue, and finish the program in which they have enrolled.			X	

MSA Indicator of Quality	Rating			
	1	2	3	4
10.31 The institution implements written policies and procedures to evaluate students' previous academic work and to provide fair and consistent credit for their previous studies or work experience.			X	

**10.32 – 10.35: Indicators for faith-based school systems<sup>1</sup>**

X	<b>These Indicators are not applicable to our school system.</b>
---	--

**10.35 – 10.54: Indicators for component schools**

**Component School Do not differ from the system as a whole.**

**B.1. Stakeholders' comments to support the ratings:  
Comments were not included as part of our survey.**

STANDARD: Student Services	
Source of Comments	Comments
Central Administration and Staff	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Governing Body	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
Community Stakeholders	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Component School #1</b>	
<ul style="list-style-type: none"> <li>• Staff</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

<sup>1</sup> The use of the Faith-Based Indicators for this and the other Standards for Accreditation by faith-based school systems is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based school systems, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

<b>STANDARD: Student Services</b>	
<b>Source of Comments</b>	<b>Comments</b>
• <b>Parents</b>	• •
<b>Component School #2</b>	
• <b>Staff</b>	• •
• <b>Students</b>	• •
• <b>Parents</b>	• •

**B.2. Evidence:**

X	<b>There were no Indicators for this Standard that were rated 1 (Does Not Meet)</b>
---	---

<b>Indicator No.</b>	<b>Evidence</b>

---

**C. SELF-ASSESSMENT OF THE DEGREE TO WHICH THE SYSTEM MEETS THIS STANDARD FOR ACCREDITATION**

X	<b>Our self-assessment is that our school system MEETS this Standard for Accreditation</b>
	<b>Our self-assessment is that our school system DOES NOT MEET this Standard for Accreditation because it does not meet or meets only partially the Requirement(s) of the Standard and/or the Indicator(s) of Quality indicated below:</b>



Requirement of the Standard		Does Not Meet	Meets Partially
10.8 Follow-up studies of graduates and other former students are carried out and data are shared with staff to help determine the effectiveness of the school system's educational program and services.			X
Indicator Number	Indicator	Does Not Meet	Meets Partially

C.1. Identify in the table below any component school for which the ratings for this Standard and its Indicators of Quality differ significantly from the system's average rating.

Name of Component School: N/A
Describe the degree to which this school's performance differs from the average for the system:



**D. ROOT CAUSE ANALYSIS**

Foundational Issue: Student Services		
Are there student services standard indicators not met or in need of improvement that inhibit the attainment of the organizational capacity objective?		YES
	X	NO
Data to support your conclusion:	Although in 10.8 we have not conducted and extensive post graduate study this is a small portion of the standard. We meet the standard	

	at all other levels
<b>Hypothesis derived from your conclusion:</b>	A discussion about conducting a post graduate study should be explored with the School Board and Administration.

---

## E. IMPLICATIONS FOR PLANNING

### E.1. List the school system's significant strengths in meeting the Student Services Standard.

Transportation services provides excellent customer service.
Food Services provides multiple lunch options at all levels.
Special Education services are provided at a level of excellence.

### E.2. List the school system's significant areas in need of improvement in meeting the Student Services Standard.

A post-graduate study needs to be conducted.

### E.3. Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Student Services that should be included in the action plan in the Plan for Growth and Improvement.

Discussion with administration and the school board about a possible post-graduate study. A cost analysis of this needs to be conducted given the current economic conditions.

## F. EVIDENCE TO SUPPORT THE SELF-ASSESSMENT OF THIS STANDARD

Evidence	
<i>For the School System:</i>	
Evidence that...	
<ul style="list-style-type: none"> <li>Student support services address academic skills development, social skills development, personal growth, and career planning.</li> </ul>	
<ul style="list-style-type: none"> <li>The school system is sensitive to the critical importance of non-academic needs of students. A process is in place to address students' emotional and social needs.</li> </ul>	RtII, SAP, 112
<ul style="list-style-type: none"> <li>Assessment data are used to adapt curriculum and teaching methods, provide personalized counseling, and identify appropriate program placement for students.</li> </ul>	RtII
<ul style="list-style-type: none"> <li>Career awareness activities are provided as appropriate.</li> </ul>	X
<ul style="list-style-type: none"> <li>Student support services extend into and incorporate community services as needed.</li> </ul>	
<ul style="list-style-type: none"> <li>Student data are current, comprehensive, and readily available for use by the staff.</li> </ul>	Data Warehouse
<ul style="list-style-type: none"> <li>Follow-up studies of graduates and other former students are carried out and data are shared with staff to help determine the effectiveness of the school system's educational program and services.</li> </ul>	
<ul style="list-style-type: none"> <li>Families are provided with information about child development, education, and related topics through personal communications, pamphlets, meetings, and referrals to web sites and other resources.</li> </ul>	Building newsletters
<ul style="list-style-type: none"> <li>Written policies and procedures are implemented to ensure the safety of students when being picked up, transported, and dropped off by transportation provided by the school system.</li> </ul>	Handbooks
<ul style="list-style-type: none"> <li>Appropriate training is provided to transportation providers.</li> </ul>	
<ul style="list-style-type: none"> <li>Transportation services provided or contracted by the school system meet the safety requirements of all appropriate legal authorities.</li> </ul>	X
<ul style="list-style-type: none"> <li>Meals provided by the school system meet generally accepted nutritional standards. Information about nutritional values of the foods is available.</li> </ul>	X

<b>Evidence</b>	
• Appropriate training is provided to food services providers.	X
• Food services personnel meet the health requirements of all appropriate authorities.	X
• Food service facilities are inspected regularly and meet the health and safety requirements of all appropriate authorities.	X
• The school system implements written policies and procedures to identify and address the needs of students with special needs.	113, 113.1, 114
• The school system provides or refers families to appropriate related services and/or accommodations to meet student needs.	Special Education Manual and Plan
• As applicable, the school system is in compliance with all local, state, and federal requirements related to students with special needs.	Special Education Plan
• The school system implements written admissions policies and procedures.	201, 202, 206
• The school system implements written policies and procedures for placement of students in appropriate programs and levels.	206, 215
• Applicants for enrollment and their families are clearly informed of the philosophy/mission of the school system, the nature and extent of the educational program and services available, tuition and fees (if applicable), school system policies, and expectations for satisfactory student performance.	Handbooks
• The school system accepts students for whom there is a reasonable expectation of success in the educational program as appropriate and interpreted by law.	X
<b><i>For School Systems that Provide Distance Education:</i></b>	
Evidence that...	
• Prior to admission, prospective students and their parents/guardians are advised about the self-motivation and commitment needed for successful distance learning and the technical competence required to participate and learn in the educational program.	VLN cyber option
• Admissions inquiries are handled in a prompt and thorough manner.	VLN cyber option
• Adequate advisory services are available for students who are	VLN cyber

<b>Evidence</b>	
having difficulty with their studies as well as for those who are rapid learners.	option
<ul style="list-style-type: none"> <li>• Students are actively encouraged to start, continue, and finish the program in which they have enrolled.</li> </ul>	VLN cyber option
<ul style="list-style-type: none"> <li>• The institution implements written policies and procedures to evaluate students' previous academic work and to provide fair and consistent credit for their previous studies or work experience.</li> </ul>	VLN cyber option
<b><i>For Faith-Based School Systems: N/A</i></b>	
Evidence that...	
<ul style="list-style-type: none"> <li>• The guidance/counseling services reflect the school system's religious identity and mission.</li> </ul>	
<ul style="list-style-type: none"> <li>• Guidance services support the development of the faith-based community of the school system.</li> </ul>	
<ul style="list-style-type: none"> <li>• Admissions policies are consistent with the school system's religious values and traditions.</li> </ul>	
<b><i>For Component Schools: N/A</i></b>	
Results of the schools' self-assessments of compliance with this Standard for Accreditation and its Indicators of Quality	

