Standard#1 Philosophy, Mission, Beliefs, and/or Objectives	Meets	Needs Improvement	Does Not Meet	Other

The philosophy, mission, beliefs and/or objectives are:
    generally understood and accepted by the governance, staff, parents, students.
    consistent with ethical norms and demonstrate respect for and acceptance of persons of all races, creeds, and cultures.
    free of contradiction, ambiguity, and excessive abstraction; can be discussed by school authorities in terms of operation, action, movement, and direction.
    appropriate for the students and communities served.
    periodically reviewed to ensure that the statements are appropriate to the needs of the school community.
    actively implemented and serve as the basis for daily operational and instructional decision-making as well as long-range planning.
The school:
    provides opportunities for representative of the community to offer input into the school's organizational philosophy, mission, beliefs, and/or objectives.
    takes steps to ensure stakeholders, potential parents, and future stakeholders understand and support the school's philosophy, mission, beliefs and/or objectives, prior to enrolling their students in school.
Other_____				

Standard #2 Governance (Board of Education) and Leadership (For public school districts with central office staff)	Meets	Needs Improvement	Does Not Meet	Other
• The district and its programs are approved by the NYS Education Department. • The BOE and central office administration act ethically, consistently, and fairly in all dealings with parents, students, staff, and the school community. • The BOE and central office administration work cooperatively to establish and maintain clearly-formulated written policies and practices with the district's philosophy, mission, beliefs. These policies and practices are regularly reviewed. • The BOE and central office administration maintain appropriate and constructive relations with parents, students, staff, the community, and with each other in the interest of serving the needs of the students. • The BOE and central office administration comply with all applicable statutes and governmental regulations. • The BOE and central office administration undertake operational, long range, and strategic planning aimed at accomplishing the district's mission and goals. • The BOE and central office administration provide appropriate opportunities for board education, including orientation and training so that all members understand their responsibilities and roles. • The organization of the BOE provides the school district with solid leadership, continuity, and effective support. The BOE thinks and acts strategically, reflecting on its decisions and the consequences of its actions. • The BOE uses a system for evaluating its effectiveness in performing its duties. • The BOE focuses its activities on selecting, evaluating, and supporting the head of the school district, policy development, planning, assessing the district's performance, and ensuring adequate resources to accomplish the district's mission and goals. BOE refrains from undermining the authority of the administration to conduct the daily operation of the school. • The BOE utilizes a clearly defined performance appraisal system for the superintendent. The appraisal is conducted with the knowledge and participation of the superintendent. • The superintendent is accountable to the BOE and is responsible for creating a productive learning environment and for day-to-day operation.				

- The central office administration ensures that all district programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel. - The central office administration maintains timely and open communication with the school community. - The central office administration stays well informed of educational developments. - The central office administration ensures that all statements and representations relating to programs, services, and resources are clear, accurate, and current. - Other _____				

Standard# 3 Organizational Design and Staff	Meets	Needs Improvement	Does Not Meet	Other
For public school districts with central office staff: • A clearly understood table of organization for the district exists with written job descriptions that specify levels of responsibility and reporting relationships. • Administrative, instructional, and support staff are qualified, competent, and sufficient in number to meet the needs of the total educational program, student services, student activities, and the students enrolled. • District office staff members possess the qualifications of education, preparation, experience, and commitment that contribute to success. Staff members are assigned to work by reason of their training and/or expertise. • Designated, qualified leadership provides coordination and direction for the instruction, activities, and services the district provides. • District leadership and staff work cooperatively to create a climate for teaching and learning that fosters attainment of the district's philosophy, mission, and beliefs. • Personnel policies and regulations are written and available to all employees. • Procedures are in place for determining adequate compensation, reasonable work loads and acceptable working conditions and defining just and fair treatment, professional satisfaction, and good general morale among all segments of the staff. • A clearly defined system of appraisal of district staff exists based on predetermined criteria. It is conducted with the knowledge of the staff member and reported in writing. Staff members have an opportunity to discuss and appeal any aspects of the appraisal. • District leadership supports a comprehensive program of professional development for all staff that addresses district-wide expectations and needs by allocating appropriate time and resources. • Other _____				

Standard #4 Educational Programs	Meets	Needs Improvement	Does Not Meet	Other
For all schools: • The educational program (including curriculum, instruction, and assessment) is clearly defined, approved by the school's BOE, and is consistent with the philosophy, mission, beliefs, and/or objectives of the school. • The educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits. • Written curriculum guides are current, functional, available, and in use. They define scope and sequence of the educational program as well as program objectives and reflect sound approaches to teaching and learning. • Resources required to implement the educational program are available and utilized. • Instructional materials are up-to-date, sufficient, and appropriately supported through adequate funds provided in an annual budget. • Consideration is given to the ages and varying levels of ability of students and the instructional program is designed to meet students' needs in accord with the school's philosophy, mission, beliefs, and/or objectives. • Curriculum and instruction policies and procedures provide direction to the staff and administration in the development, implementation, and improvement of the educational program. • Provision is made for both horizontal and vertical articulation and coordination among and between the levels within the school/district. • Admission and placement procedures are well-defined, well-administered, unbiased and equitable. • The educational program, school policies and procedures, and other pertinent information relating to the student are available in printed form to students and parents. • Educational programs are aligned with state, local, and district requirements as necessary and are supported by adequate record-keeping and good communication. • Other _____				

Standard #4 Educational Programs, cont.	Meets	Needs Improvement	Does Not Meet	Other
Early Childhood Program: • program and instructional activities in literacy and number skills are based on current knowledge of child development and learning. • Materials, equipment, activities, practices, and expectations are developmentally appropriate for young children. • provides readiness for future formal learning. • offers opportunities for musical and artistic expression and appreciation. • offers opportunities for the development of social skills in interaction with adults and peers. • The daily schedule provides a balance of activities: alternating periods of quiet and active play, large and small muscle activity, individual, small group, and large group activity, and child-initiated and teacher-initiated activity. • Other_____				
Elementary School Program: • places emphasis on the development of cognitive, psychomotor, and affective skills, plus knowledge and competencies that establish the basis for understanding. • provides instruction in language arts (reading, speaking, writing, listening), mathematics, science, social studies, health, physical education, and the arts. • provides experiences aimed at promoting critical thinking, reasoning, and problem-solving skills. • provides experiences that prepare students for successful transition to middle and secondary school settings. • offers opportunities for the development of social skills in interaction with adults and peers. • Students learn study techniques and effective time management skills. • Students receive instruction in library skills and technology use as a tool for learning. Other_____				

Standard #4 Educational Programs, cont.	Meets	Needs Improvement	Does Not Meet	Other
Middle School Program: • provides instruction in the basic subject areas of language arts (literature/reading, speaking, writing, and listening), mathematics, the sciences, and social sciences. • provides experiences in the fine and practical arts, health, world languages, and physical education. • provides experiences that promote critical thinking, reasoning, and problem-solving skills. • Students learn effective techniques of study, research, and use of the library/media resources. • includes instruction in effective uses of information technology. • offers opportunities for development of social skills in interaction with adults and peers. • Materials, equipment, activities, and expectations are appropriate for the early adolescent. • provides activities and experiences that assist early adolescents in identifying their aptitudes and interests, self-decision-making and building self-worth. • facilitates a smooth transition from the elementary school to middle school, and from the middle school to the secondary school. • Other_____				

Standard #4 Educational Programs, cont.	Meets	Needs Improvement	Does Not Meet	Other
Secondary School Program: • provides instruction in the basic subject areas of language arts and literature (speaking, writing, and listening communication skills), mathematics, the sciences, and social sciences. • provides experiences in the arts, health, world languages, and physical education. • Students learn effective techniques of study, research, and use of information resources. • includes instruction in effective uses of information technology and provides opportunities for application. • offers opportunities for the development of social skills in interaction with adults and peers. • facilitates a smooth transition from the middle school to the secondary school. • provides appropriate educational programs for those concluding formal study as well as those planning further education. • Other_____				

Standard #5 Learning Media Services and Technology	Meets	Needs Improvement	Does Not Meet	Other
- Information resources and technology are of adequate scope, quantity, and quality to support the total educational program and encourage students and staff to broaden and extend their learning. - An information skills curriculum is provided to enable students to develop research and information literacy skills. - Staff and students are encouraged to offer input into the types, quality, and format of the information resources and technology provided. - Learning materials and technology are maintained in a manner that makes them accessible to students and staff. They are properly catalogued, housed, and periodically reviewed for relevancy. - Learning media center and technology staffs are sufficient and appropriately qualified to provide effective service to students and staff. - Adequate orientation to the use of the learning media services, its resources, and equipment is provided to staff and students. - Learning media services and technology are appropriately supported through adequate funds provided in an annual budget. - Long range planning activities are in place to ensure that the school keeps pace with information and technological changes. - Other_____				

Standard #6 Student Services	Meets	Needs Improvement	Does Not Meet	Other
Transportation Services: • Transportation needs of students are met and are provided for through prudent oversight. • Safety concerns for pick-up and drop-off of students are effectively addressed. • Other_____				
Food Services: • Food services and/or functional, hygienically maintained areas for students to consume their own food are provided. • Information on nutrition, and, when needed, counseling on the nutritional merits of the food the school serves or the students bring is provided. • Other_____				
Services for Special Needs Students: • Psychological, social, and psychiatric services are available to students through school- or community-based services. • Effective procedures are established for identifying and addressing the special needs of students with learning differences. • Other_____				
Admissions and Placement: • The school has a well-defined, published admissions process with criteria upon which admissions decisions are made. • Those wishing to enroll are clearly informed of the philosophy, mission, beliefs, of the school, the nature and extent of educational programs and services available, tuition and fees, and the expectations of students for satisfactory performance. • The school accepts students for whom there is a reasonable expectation of success from the program as appropriate and interpreted by law. Other_____				

Standard #7 Student Life and Student Activities	Meets	Needs Improvement	Does Not Meet	Other
- Relationships between staff and students demonstrate respect, fairness, and understanding. - Student life provides students with the opportunity to experience responsibility, initiative, leadership competencies, cooperation, and self-direction. - The school provides activities that are non-discriminatory, supplement the regular classroom instruction, and contribute to the academic, physical, and social development of students. - Provision is made for students, staff, and community to offer input to the school's student life and student activities. - The school maintains a desirable balance among academic, social, co-curricular, and service activities and ensures appropriateness according to the age, development, needs, and interests of students. - The student activities program receives adequate financial support and finances are under the control of school authorities. - Staff members, parents, and others who participate in student activities are suitably qualified and provide appropriate supervision to students. - In boarding schools, provisions are made for healthy relationships with adults in *loco parentis*, for student privacy, for recreation, and for religious practice as appropriate. - Continuous and responsible supervision by qualified adults is provided for all dormitory students. - Other_____				

Standard #8 Facilities	Meets	Needs Improvement	Does Not Meet	Other
• All grounds, buildings, furnishings, and equipment are sufficiently maintained to meet the school's philosophy, mission, beliefs, and/or objectives, including achievement of desired student learning outcomes. • Facilities and equipment provide for the health and safety of students and staff, are regularly inspected for effective operation, and meet all code requirements for all health and safety issues including safe access and egress. • Students and staff are trained in safe occupancy and use of facilities (such as through emergency drills). • Facilities offer a variety of spaces for providing high quality programs and services and include appropriate accommodation for instruction, administration, conferences, student activities, and student services for all segments of the school population. • School and class sizes meet student needs and effectively utilize the intended capacity of the facility. • Other_____				

WCSD Shared Decision Making Team Meeting
11/18/09

Standard #9 Health and Safety	Meets	Needs Improvement	Does Not Meet	Other
- Adequate written provisions are made to account for students and maintain their health and safety. - A clearly defined written code of student conduct supports a safe, orderly environment conducive to learning and understood by students, teachers, and parents. - The school makes provision for adequate health care, including emergency health care and health care at school functions that take place away from the school. - The school has a written student health policy that includes medical examinations for all entering students, immunization against common diseases, and the maintenance of comprehensive health records. - The school meets health and safety requirements of the local government authority. - The school has satisfactory procedures for evacuating the school building, for summoning assistance in case of fire or other emergency, and for accounting for all students and staff during drills and emergencies. - The school premises are maintained in a safe and healthy condition and meet local, state and national fire safety standards, including fire extinguishers, a satisfactory fire alarm system, and other safety devices. - The school has a plan in operation that provides for regular health and safety inspections of the school site. - Written procedures, including crisis management plans, are in place and training programs and emergency drills are conducted to prepare students and staff to respond effectively to emergency situations. - Other_____				

Standard #10 Finances	Meets	Needs Improvement	Does Not Meet	Other
• The BOE and the administration exercise prudent control over all financial operations, following accepted accounting principles and annual independent audit practices. • Periodic audits are conducted by a qualified external agency. • The instructional program and supporting services are developed in accordance with suitable short-term and long-range financial plans. • Financial resources to attain the organization's philosophy, mission, and/or objectives are available and utilized appropriately. • Stakeholders have opportunities to provide input into financial plans and staff is involved in the determination of priorities for instructional needs. • The organization, in accordance with written policies and sound business practices, is accountable to all appropriate segments of the school community. • Levels of income and expenditure are in appropriate balance. Finances are currently stable, and projections indicate continuing stability. • Those enrolling students in the institution are informed in advance of the financial obligations for attendance. Other_____				

Standard #11 Assessment of Student Learning	**Meets**	**Needs Improvement**	**Does Not Meet**	**Other**
- District identifies specific criteria for assessing student learning and performance. - District uses appropriate, varied methods to assess student learning and performance. - Student progress at all levels is regularly evaluated, accurately interpreted and reported in an understandable manner. - There is evidence that students in the aggregate are achieving the expected learning outcomes at a level acceptable to the school community or progress is being made to raise achievement to that level. - Curriculum, instruction, and assessment are aligned into a coherent system consistent with the district/school's philosophy, mission, beliefs, and/or objectives. - Assessment results are used regularly in evaluating the effectiveness of the district/school's curriculum, instructional practices, and professional development in order to develop strategies for improving student learning. - All teachers and other appropriate school personnel commit to, participate in, and share in the accountability for student learning. - The district/school communicates its assessment policies and practices to the school community (parent handbooks, website, teacher handbooks, policy manuals, etc.) - Assessment results are analyzed with appropriate frequency and rigor for individual students as they move through the school; groups of students as they move through the school; against comparable (local and national) groups outside of the school. - Assessment results are used in making decisions regarding allocation of resources. - Communication with parents/guardians regarding students' progress and needs is regular, productive, and meaningful. - A monitoring system is in place to provide current and longitudinal data on student performance and other outcomes. - Assessment of student learning is the primary indicator for documenting the effectiveness of the overall school program. - Student records are complete and well-maintained. General standards for transcript control and use are known and observed. - Commonly held norms relating to academic credit, grade placement, academic recognition, and testaments to academic competence are practiced. - Ongoing assessment is the basis for continuing curricular and instructional development. Other_____				

Standard #12 Planning				
- A written school/district improvement/strategic plan is developed and is available to the school community. Where appropriate, it is approved by the governance. - School leadership and staff plan, organize, manage and support an ongoing school improvement process that has broad-based school community participation and commitment. - The school provides opportunities for representative elements of the community to offer input into the school's strategic plan. - A major focus of school improvement plans is enhanced student achievement and performance. - Planning information includes historical data, baseline information, trend data, and projections. Data-driven decision-making enables school/district authorities to make critical judgments with confidence. - Periodic review of school improvement plans is conducted to determine the extent to which outcomes meet expectations and so that corrective actions can be initiated. - Public information about changes or developments in district/school philosophy, mission, beliefs, and/or objectives, programs, and plans is disseminated. - Other_____				