



# School Accreditation Program

## Domains, Standards, and Evidence

### Overview

#### **1.0 ADULT Domain**

The capacity of adult leadership to ensure the school's progress toward its stated goals as a Montessori school is an essential element of organizational effectiveness. The school's leadership capacity includes the commitment to its vision, mission and purpose, the effectiveness of governance and leadership to enable the school to realize its stated objectives, the ability to inform, engage and involve stakeholders in the development of a whole school community, and the capacity to implement strategies that improve learner and educator performance.

#### **Standard Categories**

- 1.1 Vision, Mission and Purpose**
- 1.2 Governance and Leadership**
- 1.3 Community and School Culture**
- 1.4 Organizational Policies, Processes and Procedures**
- 1.5 Staff Recruitment and Hiring**
- 1.6 Staff Development**
- 1.7 Continuous Organizational Improvement**

#### **Examples of Evidence**

##### **Required Documentation:**

- **School vision and mission statement and examples of how the school operates within its vision, mission, and purpose statement.**
- **School/Parent Handbook and/or Policy Manual**
- **Organizational Chart**
- **Employee Handbook**
- **School's Marketing Materials**
- **List and Copy of Credentials for all Faculty.**
- **Job Descriptions**
- **Example of Faculty and Staff Contract/Agreement**
- **Documentation of School Faculty and Staff Evaluation Process and Procedures**
- **Professional Development Plans**
- **School Surveys to Constituent Groups**
- **Annual Report or Evidence of School Reporting to Constituent Groups**
- **School's Strategic, Long Range or Improvement Plan**

#### **Additional Acceptable Examples:**

- **Student Handbook**
- **Examples of Related Agenda and Minutes from Board/Staff/Parent Meetings**
- **Calendar of Board/Staff/Parent Meetings**
- **School Calendar**
- **Hiring and Recruitment Documents**
- **Follow Up Surveys/Communications to Alumni**
- **Tracking Surveys/Communications regarding Alumni**
- **Career Counseling Process and Procedures, if applicable**
- **Policy and Procedures for Reviewing and Revising Assessment Process**

## **2.0 ENVIRONMENT Domain**

The prepared environment, as an essential aspect of the Montessori philosophy and approach, requires materials and resources that support the mission of the school and effective classroom practice. The school as an institution provides, and equitably distributes, resources so that students' needs are met within the framework of an authentic Montessori education. The school also examines the distribution and use of resources to ensure appropriate levels of funding, sustainability, institutional efficiency, and continual student learning.

### **Standard Categories**

- 2.1 Environmental Quality**
- 2.2 Material and Experience Resources**
- 2.3 Digital Resources**
- 2.4 Information Resources**
- 2.5 Fiscal Resources**
- 2.6 Resource Allocation and Management**

### **Examples of Evidence**

#### **Required Documentation:**

- **Inventory List of Materials and Equipment by Classroom**
- **Copy of Approval Certificates from Required Governing and Regulating Agencies**
- **Facilities Needs Assessment Plan**
- **Crisis Management Assessment Plan**
- **Media Technology Plan or Needs Assessment**
- **Examples of Student and Staff Cumulative Record File**
- **Copy of School Budget and Audit or Review**
- **Copy of Insurance Policies**

#### **Additional Acceptable Examples:**

- **Professional Development Plans**
- **Minutes of Meetings related to Continuing Education for Faculty and Staff**
- **Copies of Continuing Education Certificates for Faculty and Staff**
- **School Long Range or Strategic Plan**
- **List of Local Support Services and Professionals**

### **3.0 CHILD Domain**

The learning and growth of the child is the central purpose and expectation of the school. A successful Montessori school recognizes and provides for the developmental and differing needs of the child at each level it serves. The school intentionally creates a culture that is regarded as positive and supportive of the whole child's ever developing skills and abilities through caring relationships, high expectations and the daily practice of the Montessori pedagogy. The full Montessori curriculum is implemented with fidelity and comprehensive support that enables all children to be successful. Progress is monitored and recorded by consistent observation and assessment practices that measure both academic and affective achievement in the least obtrusive way. The school engages in continual self-reflection and analysis of its effectiveness on the child's learning in all programs and support services and modifies appropriately.

- 3.1 Learning Process and Procedure**
- 3.2 Learning Relationships and Culture**
- 3.3 Learning Programs and Services**
- 3.4 Learning Progress and Assessment**

### **Examples of Evidence**

#### **Required Documentation:**

- **Class Lists with Age Grouping and Student-Teacher Ratios**
- **Class Schedules**
- **School Calendar**
- **Enrollment Data and Tracking**
- **Copy of School's Written Curriculum Guide with Scope and Sequence of Skills to be Developed by Age Level**
- **Documentation of Special Needs Process and Procedures for Identifying and Addressing Student Needs**
- **Discipline/Behavior Plan Samples**
- **Examples of Student Progress Reports at Each Level**
- **Samples of Faculty Planning, Observation, and Record Keeping Documentation**

#### **Additional Acceptable Examples:**

- **School Strategic Plan or Improvement Plan**
- **Newsletters or other Written Material that Documents Trip and Experiences for Students and Staff**
- **Support Services/Professionals List**
- **Admissions Data and Information**
- **Retention Data/Tracking**

- **Transitional Surveys for Students**
- **Documentation Regarding Incident /Behavior Reports and Action Plans**
- **Policy and Procedure for Reviewing and Revising Instructional Strategies and Practices**
- **Examples of Faculty Lesson Plans**