

Benchmark 9.1: School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.

Level 4 – Exceeds Benchmark: A majority of parents/guardians participate in opportunities to partner with school leaders, faculty and other parent/guardians to enhance educational experiences for the school community. Parents are involved in mission-driven, service-oriented experiences enhancing the broader community or distinguished in some way.

Level 3 – Fully Meets Benchmark: School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community. Parents/guardians are invited to participate in a variety of partnership experiences that extend beyond the regularly scheduled mandatory parent/teacher conference.

Level 2 – Partially Meets Benchmark: Occasional programs for parents/guardians above and beyond scheduled mandatory parent/teacher conferences provide opportunities for parents/guardians to meet with school leaders, faculty, or other parents/guardians to enhance the school community.

Level 1 – Does Not Meet Benchmark: Programs beyond the scheduled mandatory parent/teacher conference are not provided for parents/guardians to be involved in the educational experiences of their children. Minimal, if any, partnerships exist between parents/guardians, school leaders, faculty, or with other parents/guardians.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Percent of parent/guardian participation		
<input type="checkbox"/>	Descriptions of parent/guardian programs		
<input type="checkbox"/>	Outcomes for opportunities for parents/guardians		
<input type="checkbox"/>	Goals for parent/guardian programming		
<input type="checkbox"/>	Evidence of extraordinary programs for parents/guardians and families – award winning, recognition in media (newspapers, online media, television news, philanthropic or community partner recognition of programming)		
<input type="checkbox"/>	<i>Home and school organization materials</i>		
<input type="checkbox"/>	<i>Required service hours</i>		
<input type="checkbox"/>	<i>Participation in SCRIP, fundraising events</i>		
<input type="checkbox"/>	<i>Fundraising revenues (i.e. third source funding)</i>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 9.2: Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

Level 4 – Exceeds Benchmark: Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for all students to successfully complete the school program, and include systematic tracking of student data and outcomes for these services and programs. Student data is analyzed and shared appropriately across these services. Frequent communications are in place to take advantage of these resources, so that the full community is aware of the existence of the programs and how to access them.

Level 3 – Fully Meets Benchmark: Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program. Students and parents/guardians know about and how to access these services.

Level 2 – Partially Meets Benchmark: Guidance services, wellness programs, behavior management programs, or ancillary services are available but delivered inconsistently. Communication about accessing these services is limited. Outcomes for these services are sometimes not clearly tied to students’ successful completion of the school program.

Level 1 – Does Not Meet Benchmark: Guidance services, wellness programs, behavior management programs, or ancillary services are not available or available at very minimal levels for few students.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Descriptions of guidance services, wellness programs, behavior management programs and/or ancillary services		
<input type="checkbox"/>	Number of students receiving services or participating in programs		
<input type="checkbox"/>	Outcomes for guidance services, wellness programs, behavior management programs and/or ancillary services		
<input type="checkbox"/>	Pre and post testing when services or programs are provided		
<input type="checkbox"/>	Data reports for disciplinary referrals		
<input type="checkbox"/>	Observation and anecdotal evidence of a peaceful learning environment		
<input type="checkbox"/>	Communication of available services to parents/guardians		
<input type="checkbox"/>	Plan for securing, analyzing and sharing data		
<input type="checkbox"/>	<i>Student code of conduct</i>		
<input type="checkbox"/>	<i>Student/parent surveys</i>		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team:

Benchmark 9.3: Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.

Level 4 – Exceeds Benchmark: Co-curricular and extra-curricular activities provide opportunities outside the classroom for all students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities. These activities frequently involve students’ parents/guardians and give evidence of the school’s commitment to balance activities in all these areas. Communications regarding these activities are continuous and consistent for all activities. The school takes responsibility for community-wide communication and recognition of student accomplishments in these activities and shares them regularly.

Level 3 – Fully Meets Benchmark: Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.

Level 2 – Partially Meets Benchmark: Some co-curricular and/or extra-curricular activities exist to give opportunities outside the classroom for students to further identify and develop their gifts and talents, but not in all areas (creative, aesthetic, social/emotional, physical, and spiritual); the needs and interests of many students are not represented in the offerings (students want band and all they have is football, for instance).

Level 1 – Does Not Meet Benchmark: Co-curricular and extra-curricular activities do not exist or exist minimally, giving few students accessibility.

Self-study Team Level:

Visiting Team Level:

Possible Self-study

Evidence: Please mark every source of evidence that applies and provide a description for any additional source not listed in the boxes provided.

Note: Not all sources of evidence are expected to be present.

Visiting Team: Verify each source of evidence indicated by placing an “A” for artifact, “O” for observation, “S” for survey, or “I” for interview in the smaller box provided. In the larger box, list each source of evidence referenced.

<input type="checkbox"/>	Descriptions of co-curricular and extra-curricular activities		
<input type="checkbox"/>	Percent of students engaged in co-curricular and extra-curricular activities		
<input type="checkbox"/>	Students reflections, assessments or surveys before and after taking part in co-curricular and extra-curricular activities		
<input type="checkbox"/>	Survey of parents/guardians satisfaction with co-curricular and extra-curricular activities, as well as, reflection on student growth of gifts and talents		
<input type="checkbox"/>	Budget allocations for extra and co activities		
<input type="checkbox"/>	Awards and recognitions		
<input type="checkbox"/>	Evidence of communication of available activities		
<input type="checkbox"/>	Personnel allocation		
<input type="checkbox"/>	Other: <input type="text"/>		

Required Comments/Concerns/Conclusions:

Self Study:

Visiting Team: