

FLORIDA COALITION OF CHRISTIAN PRIVATE SCHOOLS ACCREDITATION

External Review K-12 v.3.1.1

School Name: _____

Campus Location: _____

2nd Campus Location: _____

Inspector: _____

On-Site Dates: _____

Responsibilities (Team leader, Domain 2 Lead, Inspector, Trainee etc.):

The accreditation process involves many parts. Beginning with the Self-Study where the institution provides descriptive narratives of their philosophy and methodology which demonstrate that the program meets and or exceeds the required standards. Evidences or documentation are then submitted to support compliance with the indicated standards. During the site-visit inspectors perform visual inspections, conduct interviews and make a wide range of observations in a process that is designed to verify the documentation provided, stated objectives and actual operations of the school. The K-12 Accreditation External Review is the form used by members of the site-visit to catalogue required documentation, the level of compliance with the standards and highlight both areas of excellence and items for improvement.

Every member of the site visit team, should have access to:

- 1) The Accreditation External Review
- 2) A printed copy of the Accreditation Manual
- 3) The institutions Dropbox folder which contains the school's self-study and submitted evidences

During the site-visit each member should complete the appropriate section(s) of the External Review indicating:

- 1) Required documentation has been provided or is needed
- 2) the level of compliance or ranking
- 3) areas of excellence,
- 4) items that could not be observed, or require improvement

Provide a Ranking from 1-4 for each Indicator based on the Performance Levels detailed in the Accreditation Manual.

- Four points for "Highly functional evidence indicates practices and procedures are actively implemented, effective and consistently implemented". The Institution meets or exceeds every indicator, in both practice and documentation.
- Three points for "Operational evidence indicates practices and procedures are actively implemented". The Institution meets most of the indicators, and has documentation to verify the on-going operational compliance.
- Two points for "Emerging evidence indicates early or preliminary stages of implementation of practice". The Institution meets some of the indicators, but lacks full documentation of required practices, or on-going development.
- One point for Not Evident "Little or subjective evidence only exists".
The Institution may be meeting some of the indicators, but there is no evidence that the compliance is based on directed actions, or has documentation that the practice has on-going administrative support.

At the end of the site visit all members of the visiting team will meet and review each Standard/Indicator to arrive at a consensus report for reference during the exit interview with the school's administration and preparation for the Accreditation Committee Report.

Some documents may be referenced for more than one Indicator but will only be submitted one time to Dropbox.

Domain One: Leadership Oversight / Standard One: The Institution / Indicator 1.1 Purpose Statement

Indicator 1.1.A	Process and Collaboration	(K-12 Accreditation Manual Page 38)		
The institution has a:		Evidence	Observed	Score
a) <u>clearly defined purpose</u> as expressed in their foundational documents, including non-discrimination policies, (typically detailed in Vision, Mission, and Philosophy of Education Statements)				
b) a <u>documented and systematic process</u> for the development and/or review of those statements				
c) <u>process</u> by which <u>collaboration</u> and input <u>from all</u> representative stakeholder groups is available and valued.				

Indicator 1.1.B	Expectations, Beliefs and Decision-Making	(K-12 Accreditation Manual Page 39)		
The purpose statement contains:		Evidence	Observed	Score
a) a <u>detailed description</u> of each academic program offered (classroom, distance, homebound, blended, etc.),				
b) <u>clearly defined and measurable</u> expectations for student learning				
c) <u>shared beliefs</u> about teaching and learning and				
d) <u>guidelines used to guide decisions</u> about teaching and learning.				

Required Evidences/Documentation	Evidences/Documentation Provided
All Manuals, Handbooks and Brochures	
Purpose Statements (past and present)	
Description of each academic program offered with eligibility for admissions	
Measurable expectations for each program and alignment to standards	
Shared beliefs about teaching and learning (the essential culture)	

Highly Functional Evidences/Documentation	Evidences/Documentation Provided
School Board or Leadership policy and timelines to review purpose statements.	
School Board or Leadership policy on stakeholder involvement in the review and implementation of purpose statements review	
Minutes from meetings related to development of the school's purpose, showing a wide range of stakeholder involvement.	
Details, procedures, or process used to include examples of how the shared beliefs about teaching and learning are implemented, in the program including orienting staff, parents and students.	

Observations Indicator 1.1	

**Domain One: Leadership Oversight / Standard One: The Institution
Indicator 1.2 Achieving Desired Outcomes**

1.2.A	Collaboration in Implementation	(K-12 Accreditation Manual Page 42)		
The institution(s):		Evidence	Observed	Score
a) has a <u>clearly</u> documented evidence of opportunities for collaboration involving <u>all</u> stakeholder groups				
b) works together with stakeholders in <u>authentic and meaningful</u> ways to sustain the school's purpose				
c) <u>decision-making process is aligned</u> with the school's purpose and				
d) collective process clearly supports the <u>achievement of desired outcomes</u> for learners.				

1.2.B	Process for Evaluating Student Outcomes	(K-12 Accreditation Manual Page 43)		
The is a:		Evidence	Observed	Score
a) a <u>documented process</u> to <u>collect and use data to evaluate</u> the achievement of the school's purpose				
b) <u>documentation that the process</u> is implemented with integrity				
c) evidence the process yields <u>improved student achievement and desired outcomes</u> for learners.				

Required Evidences/Documentation		Evidences/Documentation Provided		
Surveys questions and responses, that provide opportunities for input from stakeholder groups				
Staff Surveys showing input opportunities				
Parent Surveys showing input opportunities				
Student Surveys showing input opportunities				
Highly Functional Evidences/Documentation		Evidences/Documentation Provided		
Specific policies outlined in the School Board and or Administrative Policy Manuel(s) that detail:				
A procedure of decision making that is based on achievement of desired outcomes based on the Foundational Principles				
Specifics about what data is collected and how it is evaluated to achieve the school purpose				
Specifics about the checks and balances to insure the data is implemented with integrity in the evaluation of student improvement.				

Observations Indicator 1.2				

**Domain One: Leadership Oversight / Standard One: The Institution
Indicator 1.3 Comprehensive Planning**

1.3.A	Comprehensive Planning Process	(K-12 Accreditation Manual Page 46)
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The institution:	Evidence	Observed	Score
a) engages in a <u>focused, intentional, data-driven and collaborative planning process for continuous improvement</u> ,			
b) <u>monitors and revises</u> the improvement plan based on evidence and results of implementation,			
c) engages in a <u>long-term and annual budget</u> development process to achieve improvement			
d) uses the <u>data-driven, focused on improvement</u> , process in an <u>ethical and professional</u> manner.			

1.3.B	Quality and Distribution of the Improvement Plan	(K-12 Accreditation Manual Page 47)
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The institutions plan for continuous improvement:	Evidence	Observed	Score
a) <u>is well-articulated</u> , and widely communicated,			
b) contains clearly identified and <u>specific goals</u> , strategies, activities and measures based on identified needs			
c) <u>is systematically evaluated</u> and the results clearly communicated to <u>all</u> representative stakeholder groups.			

Required Evidences/Documentation	Evidences/Documentation Provided
Continuous Improvement Plan including plans to meet goals and projected due dates	
Annual Budget	

Highly Functional Evidences/Documentation	Evidences/Documentation Provided
Operations and or Administration Manual includes:	
Process by which the Continuous Improvement Plan is communicated to all appropriate stakeholders.	
Process by which the improvements are made, tracked, revised and documented.	
Process by which the results of the Continuous Improvement Plan is communicated to all appropriate stakeholders.	
Budgeting process, including guidelines for tuition and fee calculations, projection of future improvement costs, and fund raising guidelines.	

Observations Indicator 1.3

Domain One: Leadership Oversight / Standard One: The Institution

Indicator 1.4 Distance Learning Programs

1.4.A	Institutional purposes and student goals	(K-12 Accreditation Manual Page 49)		
If the institution has a Distance or Virtual Program then:		Evidence	Observed	Score
a) the school has a clearly stated mission statement <u>that communicates a shared purpose</u> for improving the performance of students and the effectiveness of the school <u>including the distance program</u>				
b) the program is consistent with the school's mission and goals				
c) the mission and goals of the school are clearly articulated to stakeholders				
Required Evidences/Documentation		Evidences/Documentation Provided		
Purpose statements that clearly outline the:				
Inclusion of virtual or distance learning programs				
That the virtual or distance program is consistent with the school's mission and goals				
That the virtual or distance program is clearly articulated to stakeholders				
Highly Functional Evidences/Documentation		Evidences/Documentation Provided		
Operations and or Administration Manual includes:				
Overview of Distance Learning Program including eligibility for participation and policies and procedures for implementation				
Observations Indicator 1.4				

Domain One: Leadership Oversight / Standard Two: Governance / Indicator 2.1 Policy Development & Revision of Policies

2.1.A Process of Policy Development and Revision (K-12 Accreditation Manual Page 54)

The Governing Authority:		Evidence	Observed	Score
a) has a <u>documented, policy</u> in place that <u>requires a testimony and evidence</u> of faith in Jesus Christ from all board members and executive leadership.				
b) has a <u>documented, data-driven process</u> for ongoing development, and for the review and revision <u>of policies</u> for all educational program types.				

2.1.B Activity Regarding Policies (K-12 Accreditation Manual Page 55)

The Governing Authority:		Evidence	Observed	Score
a) adopts, updates, and holds itself accountable to <u>clearly written policies</u> that comply with applicable laws, regulations, as well as providing a safe and secure learning environment, and				
b) <u>ensures integrity</u> and effective day-to-day operations,				
c) including provisions that ensure all private records, including: staff files, student records, and the financial records of the institution are maintained in a safe and professional manner.				

Required Evidences/Documentation	Evidences/Documentation Provided
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Governing Body manual section detailing:

Qualifications and requirements to serve as a Board Member	
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Highly Functional Evidences/Documentation	Evidences/Documentation Provided
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Operations and or Administration Manual includes:

Chart or graph showing administrative and supervision authority structure,	
Qualifications for leadership positions,	
Job descriptions of all administrative or supervisory positions	
Policy development and revision procedures,	
Written policies and procedures for effectively complying with all applicable laws and regulations,	
Policies and procedures for maintaining the security of student records, including the release of records,	
Policies and procedures for maintaining the security of staff records	
Policies and procedures for maintaining the security of the financial records of the institution,	
Safety policy and procedures including Emergency procedures,	
Medicine dispensing policy and procedures.	

Observations Indicator 2 1

Domain One: Leadership Oversight / Standard Two: Governance / Indicator 2.2 Ethical Conduct and Professional Learning

2.2.A	Ethical Conduct	(K-12 Accreditation Manual Page 58)
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The Governing Authority:	Evidence	Observed	Score
a) <u>adopts, updates, and holds itself accountable to a written code of ethics</u> that defines principles of conduct and ethical standards for governance			
b) that includes <u>policies and practices</u> which provide leadership the autonomy for <u>day-to-day effective operations</u> of the institution			
c) develops <u>staff qualifications, admission policies, tuition and fee schedules</u> appropriate to its operations, as well as a <u>refund policy</u> that is <u>well communicated</u> and meets legal and ethical considerations.			

2.2.B	Continuous Professional Learning	(K-12 Accreditation Manual Page 59)
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The Governing Authority:	Evidence	Observed	Score
a) <u>adopts, updates, and holds itself accountable</u> to policies that define its roles and responsibilities and			
b) <u>regularly engages in ongoing professional learning</u> to enable them to <u>stay current and informed</u> regarding roles and responsibilities, applicable laws, regulations, organizational <u>best practices</u> and the use of evidence to guide decision making.			

Required Evidences/Documentation	Evidences/Documentation Provided
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Governing Body manual section detailing:

Code of Conduct and Ethics for the governing authority	
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Governing Body or Administrative Manual that details:

Staff qualifications	
Admission policies	
Tuition and fee schedules appropriate to its operations	
Refund policy	
Ethics polices for administration and staff	
Communication policies and guidelines, used for disseminating information about the institution	

Additional Required Evidence/Documentation

Copies of all publications, including web addresses, that promote or provide information about the institution	
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Highly Functional Evidences/Documentation	Evidences/Documentation Provided
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Operations and or Administration Manual includes:

Authority structure that provides specific guidelines for effective day to day operations	
Job descriptions for all Board Member positions including their roles and responsibilities	
Training and on-going professional development requirements of serving and potential Board Members.	

Observations Indicator 2.2

**Domain One: Leadership Oversight / Standard Three: Leadership
Indicator 3.1 Supervision and Evaluation Process**

3.1.A	Formal Supervision and Evaluation Process	(K-12 Accreditation Manual Page 64)
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The Institution:	Evidence	Observed	Score
a) <u>has written supervision and evaluation processes</u> for staff members that include			
b) specific criteria and models for effective performance and <u>uses the results to inform and improve professional practice and student performance.</u>			

3.1.B	Implementation of Evaluation and Supervision Processes	(K-12 Accreditation Manual Page 65)
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The Evaluation Process:	Evidence	Observed	Score
a) is <u>systematically implemented</u> with fidelity by evaluators who have the <u>knowledge, expertise, training,</u> and			
b) includes mechanisms for <u>ongoing feedback</u> and monitoring.			

Required Evidences/Documentation	Evidences/Documentation Provided
Highly Functional Evidences/Documentation	Evidences/Documentation Provided
Outline of the official teacher and staff evaluations, systematic process, timeline, and criteria used	
Copy of the teacher/staff evaluation form(s)	
Qualifications of teacher/staff evaluators	
Evaluation to improvement in professional practice action plans and follow up	

Observations Indicator 3.1

**Domain One: Leadership Oversight / Standard Three: Leadership
Indicator 3.2 Standardized Processes and Procedures**

3.2.A	Standardized Processes and Procedures	(K-12 Accreditation Manual Page 68)		
The Institution:		Evidence	Observed	Score
a) establishes, <u>written operating processes and procedures to train staff</u> , and				
b) has <u>credible evidence of effective implementation that is systematic and systemic</u> ,				
c) <u>implements admissions policies and procedures consistently and appropriately to assure sufficient enrollment in accordance with all legal, ethical, and professional practice</u> .				

3.2.B	Use of Data in Evaluation of Processes and Procedures	(K-12 Accreditation Manual Page 69)		
The institution:		Evidence	Observed	Score
a) <u>gathers evidence, including the performance of educators and learners</u> , to evaluate the effectiveness of and to				
b) <u>provide valuable information for the review and revision</u> of processes and procedures.				

Required Evidences/Documentation		Evidences/Documentation Provided		
Employee/Staff Handbook				
Highly Functional Evidences/Documentation		Evidences/Documentation Provided		
Administrative Manual procedures/policies details:				
Induction training guidelines for new staff in the culture of the institution,				
On-going staff training requirements for following and implementing school policies and procedures,				
Evaluation of the effective implementation of past policies/procedures training,				
Procedures and or guidelines for implementing future policies/procedures training				

Observations Indicator 3.2

**Domain One: Leadership Oversight / Standard Three: Leadership
Indicator 3.3 Stakeholder Involvement**

3.3.A	Formal Processes for Stakeholder Involvement	(K-12 Accreditation Manual Page 72)		
The Leaders or Administrative Team:		Evidence	Observed	Score
a) <u>implement a formal program</u> that provides for <u>meaningful roles</u> and <u>active participation</u>				
b) of <u>internal and external stakeholder groups</u> which <u>include</u> staff, students, parents, community, governmental and educational policy groups.				
3.3.B	Quality of Communication	(K-12 Accreditation Manual Page 73)		
The Leaders or Administrative Team:		Evidence	Observed	Score
a) consistently and <u>deliberately enact strategies</u> that provide opportunities for two-way communication				
b) with <u>internal and external stakeholder groups</u> including staff, students, parents, community, governmental and educational policy groups that support the <u>school's purpose and direction</u> .				
Required Evidences/Documentation		Evidences/Documentation Provided		
Highly Functional Evidences/Documentation		Evidences/Documentation Provided		
Administrative Manual procedures/policies details:				
Program guidelines for participation of multiple stakeholder groups including both internal and external in support of the institutions purpose and direction				
Additional Evidence/Documentation:				
Schedule of stakeholder engagement opportunities over the last twelve months				
Schedule of stakeholder engagement opportunities over the last twelve months				
Listing of and samples of formal ways of communication that are available to stakeholders (including but not limited to: website, forums, meetings, conferences, newsletters, publications) and a schedule of availability (monthly quarterly, weekly, ongoing etc.)				
Observations Indicator 3.3				

**Domain One: Leadership Oversight / Standard Four: Improvement
Indicator 4.1 Leadership Development & Collaboration**

4.1.A	Program for Leadership Development	(K-12 Accreditation Manual Page 78)
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The Institution:	Evidence	Observed	Score
a) <u>enacts a formal program</u> designed to build capacity for effective leadership,			
b) that <u>includes</u> modeling, coaching and team building activities.			

4.1.B	Culture of Collaboration and Shared Leadership	(K-12 Accreditation Manual Page 79)
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The institution:	Evidence	Observed	Score
a) and its leaders <u>nurture a collaborative</u> culture that includes			
b) <u>multiple and varied opportunities</u> for shared leadership among stakeholders.			

Required Evidences/Documentation	Evidences/Documentation Provided

Highly Functional Evidences/Documentation	Evidences/Documentation Provided
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Administrative Manual procedures/policies details:	
Leadership development program including qualifications, training and evaluation procedures	
Mentoring, team leadership or other coaching program specifications	
Collaborative leadership institutive, program specifics and training requirements	
Leadership indicators evaluated for during the staff annual evaluations	

Additional Evidence/Documentation:	
Faculty evaluation checklist or evaluation form	

Observations Indicator 4.1

**Domain One: Leadership Oversight / Standard Four: Improvement
Indicator 4.2 Data Collection for Decision Making**

4.2.A	System of Data Collection for Decision Making	(K-12 Accreditation Manual Page 82)
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The Institution:	Evidence	Observed	Score
a) has a <u>comprehensive system</u> for the collection and analysis of feedback data			
b) from <u>multiple, reliable</u> sources including internal and external stakeholder groups.			

4.2.B	Use of Data in Decision Making	(K-12 Accreditation Manual Page 83)
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The institution:	Evidence	Observed	Score
a) <u>systematically uses evidence</u> from multiple sources of feedback data <u>to inform decisions</u> that clearly result in improvement.			
b) Decisions, progress and <u>improvement are regularly communicated</u> to stakeholder groups through a variety of mediums.			

Required Evidences/Documentation	Evidences/Documentation Provided
Highly Functional Evidences/Documentation	Evidences/Documentation Provided

Administrative Manual procedures/policies details:	
Scope of data collected from all stakeholder surveys	
Review and evaluation process of data collected	
Policies revision procedures	
Communication and training policy/procedures for the implementation of revised policies, procedures or practices.	

Observations Indicator 4.2

Domain One: Leadership Oversight

Additional General Observations

Commendations

Domain One: Leadership Oversight

Recommendations

Empty space for Recommendations

Specific Areas Not In Compliance

Empty space for Specific Areas Not In Compliance

Domain Two: Teaching-Learning / Standard Five: The Learning Culture
Indicator 5.1 The Culture of Learning

Indicator 5.1.A

Culture of Learning

(K-12 Accreditation Manual Page 88)

All students experience:

Evidence	Observed	Score
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a) personalized learning opportunities,

b) a learning culture based on development of skills and content that is an integral part of the institution,

c) established educational priorities that permeates teaching and learning.

Indicator 5.1.B

High Expectations

(K-12 Accreditation Manual Page 89)

Evidence and observation show that:

Evidence	Observed	Score
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a) Alignment between learning opportunities and the institution's high learning expectations is unmistakably evident.

Required Evidences/Documentation

Evidences/Documentation Provided

Course Overview or curriculum instructions that detail what is necessary for a student to succeed and what is available to help a student struggling in a course/class

Highly Functional Evidences/Documentation

Evidences/Documentation Provided

List resources made available to students such as learning labs, tutoring, peer study groups, virtual learning lab, or other type of assistance.

Observations Indicator 5.1 Including elect

Domain Two: Teaching-Learning / Standard Five: The Learning Culture
Indicator 5.2 Quality Learning Activities

Indicator 5.2.A	Quality Learning Activities	(K-12 Accreditation Manual Page 92)		
Faculty and Staff:		Evidence	Observed	Score
a) <u>purposefully plan and implement all</u> learning experiences and activities,				
b) <u>actively promote a high level</u> of learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem solving, and self-reflection				
c) include the completion of <u>projects and inquiry-based activities</u> within all courses and subjects.				

Indicator 5.2.B	Attitude Toward Learning	(K-12 Accreditation Manual Page 93)		
All Faculty and Staff:		Evidence	Observed	Score
a) <u>enthusiastically embrace</u> and <u>consistently demonstrate</u> a set of shared beliefs				
b) <u>focus on learner engagement</u>				
c) work to <u>develop creativity, innovation and problem solving</u> in their students.				

Required Evidences/Documentation	Evidences/Documentation Provided
Faculty, Staff Manual or other System that details:	
The culture of the classroom and	
The role faculty play in creating that environment including	
The importance of providing a safe learning place for student participation,	
Strategies for: <ul style="list-style-type: none"> • Student engagement, • Learner involvement, • Creativity and • Creative problem solving. 	
Highly Functional Evidences/Documentation	Evidences/Documentation Provided
Minutes of faculty planning sessions or faculty training outline where classroom learning strategies are discussed (creative teaching, discovery learning, learner engagement)	

Observations Indicator 5.2	

**Domain Two: Teaching-Learning / Standard Five: The Learning Culture
Indicator 5.3 Communication Skills**

Indicator 5.3.A	Teaching Communications Skills	(K-12 Accreditation Manual Page 96)		
Educators, Instructors, Teaching Staff:		Evidence	Observed	Score
a) consistently provide numerous and equitable experiences for all students				
b) teach learners effective communication skills in all formats (oral, written, and digital),				
c) require the development of self-direction by expecting students to set goals for their learning and monitor their own progress.				

Indicator 5.3.B	Development of Student Dispositions	(K-12 Accreditation Manual Page 97)		
The Institution:		Evidence	Observed	Score
a) clearly and consistently demonstrates the explicit and intentional development of learners' positive attitudes, self-perceptions and beliefs about learning,				
b) has in place appropriate, clearly defined, disciplinary policies that are consistently applied equally to all students,				
c) employs procedures that provide for a safe and positive learning environment for all students.				

Required Evidences/Documentation	Evidences/Documentation Provided
Parent or Student Handbook that gives an:	
Overview of the positive attitude the school/faculty has toward student learning	
In line with vision/mission of the school and	
What they believe about a student's purpose and success	
Discipline policies and procedures	
Highly Functional Evidences/Documentation	Evidences/Documentation Provided
Minutes of meetings where faculty and/or stakeholders discuss strategies to create learning environments where students are encouraged and affirmed.	

Observations Indicator 5.3	

**Domain Two: Teaching-Learning / Standard Five: The Learning Culture
Indicator 5.4 Student Advocacy**

Indicator 5.4.A

Formal Student Advocacy Program

(K-12 Accreditation Manual Page 100)

The Institution:

Evidence	Observed	Score
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- a) implements a formal structure for all learners to have frequent and consistent access to a particular adult selected by the learner or parent,
- b) regularly and comprehensively evaluates the student advocacy program and updates its goals
- c) ensures that the student advocacy program fully supports learners throughout their educational experiences.

Indicator 5.4.B

Development of Relationships

(K-12 Accreditation Manual Page 101)

The Institution:

Evidence	Observed	Score
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- a) consistently ensures each learner has numerous opportunities to develop strong and mutually respectful relationships with the institution's adults and the learner's peers.

Required Evidences/Documentation

Evidences/Documentation Provided

Administrative/Staff handbook or manual detailing:

The importance of and guidelines for relationships between parent and faculty.

The importance of and guidelines for relationships between faculty and students.

Campus-based Programs:

The posting of the Reporting Misconduct Poster to be made viewable by all students at the school.

(visually checked during the site visit)

Highly Functional Evidences/Documentation

Evidences/Documentation Provided

Copy of forms used by the guidance office for student counseling and referral.

Evidence of Teacher advocacy training. i.e. workshops on "The Heart of the Child" or similar content.

Observations Indicator 5.4

Domain Two: Teaching-Learning / Standard Six: Curriculum Alignment
Indicator 6.1 Quality of Curriculum

Indicator 6.1.A	Quality of Curriculum	(K-12 Accreditation Manual Page 106)
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The Institution:	Evidence	Observed	Score
a) has adopted <u>and all educators consistently implement</u> a relevant, rigorous, and aligned curriculum			
b) consistently oversees alignment across <u>all grade levels, skill levels</u> and content areas,			
c) employs various <u>instructional formats</u> that are made available when appropriate to all students.			

Indicator 6.1.B	Expectations of Educators	(K-12 Accreditation Manual Page 107)
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Educators, Instructors, Teaching Staff:	Evidence	Observed	Score
a) <u>expect all learners to participate</u> in a curriculum that is based on <u>high expectations</u> for learning			
b) implement the assigned program faithfully to prepare students to be <u>successful</u> at their next levels.			

Required Evidences/Documentation	Evidences/Documentation Provided
Scope and Sequence for all curriculum in use	
Curriculum Guides for each textbook in use	
Highly Functional Evidences/Documentation	Evidences/Documentation Provided
Criteria for reviewing and choosing curriculum	
Policies concerning the use and implementation of curriculum at every grade level and across all content (May include a Course Progression table.)	
Crossover from curriculum to set of standards (CPALMS, Core Knowledge, etc.)	

Observations Indicator 6.1

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Domain Two: Teaching-Learning / Standard Six: Curriculum Alignment
Indicator 6.2 Curriculum Alignment

Indicator 6.2.A	Curriculum Alignment (Standards)	(K-12 Accreditation Manual Page 110)		
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The Institution:		Evidence	Observed	Score
a) implements a <u>systematic process</u> to ensure the curriculum is clearly aligned to a <u>recognized, rigorous</u> set of standards.				

Indicator 6.2.B	Curriculum Alignment (Research and Best Practices)	(K-12 Accreditation Manual Page 111)		
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The Curriculum:		Evidence	Observed	Score
a) is <u>clearly aligned to research</u> and				
b) employs defined <u>best practices</u> related to the institution's purpose.				

Required Evidences/Documentation	Evidences/Documentation Provided
(Repeat of 6.1) Scope and Sequence for all curriculum in use	
(Repeat of 6.1) Curriculum Guides for each textbook in active operation	
Curriculum/Course alignment with www.cpalms.org or other recognized research based standard	

Highly Functional Evidences/Documentation	Evidences/Documentation Provided

Observations Indicator 6.2

**Domain Two: Teaching-Learning / Standard Seven: Instruction
Indicator 7.1 Flexible Instruction**

Indicator 7.1.A	Flexible Instruction	(K-12 Accreditation Manual Page 116)		
Educators, Instructors, Teaching Staff:		Evidence	Observed	Score
a) <u>consistently use current and relevant data</u> across all content areas				
b) employ a <u>clearly defined process to monitor</u> and adjust instruction to ensure individual learner's needs				
c) align content delivery to insure the institution's <u>learning expectations</u> are met.				

Indicator 7.1.B	Individualization of Instruction	(K-12 Accreditation Manual Page 117)		
Educators, Instructors, Teaching Staff:		Evidence	Observed	Score
a) <u>consistently implement effective, individualized instructional strategies</u>				
b) address <u>individual learner's needs</u> based on deliberate and purposeful planning.				

Required Evidences/Documentation	Evidences/Documentation Provided
Faculty or other Handbook or documentation outlining:	
Philosophies, strategies and best practices toward classroom teaching including	
The effective implementation of individual instruction strategies that meet learners' needs	
Highly Functional Evidences/Documentation	Evidences/Documentation Provided
The process by which the institution monitors and adjusts instruction to meet individual needs May include minutes of meetings, Action Plans, Goal Sheets, Assessment Charts etc.	

Observations Indicator 7.1	

**Domain Two: Teaching-Learning / Standard Seven: Instruction
Indicator 7.2 Preparing Students for Success**

Indicator 7.2.A	Preparing Students for Success	(K-12 Accreditation Manual Page 120)		
The Institution:		Evidence	Observed	Score
a) identifies and implements comprehensive career planning programs and services for all learners				
b) has a clear focus on identifying <u>strengths and interests</u> of individual learners as a part of the future planning process,				
c) provides support their career planning and/or <u>educational success at the next level.</u>				

Indicator 7.2.B	Student Goals and Achievements	(K-12 Accreditation Manual Page 121)		
The Institution:		Evidence	Observed	Score
a) assists <u>all learners in developing and documenting</u> their personal goals and achievements				
b) <u>based on interests</u> and needs <u>to support their success</u> at the next level,				
c) including adequate <u>planning for high school graduation</u> and <u>post high school success.</u>				

Required Evidences/Documentation	Evidences/Documentation Provided
High School Planning Guide/Five Year Plan that includes:	
Graduation Requirements for all diploma types	
Dual Enrollment options and requirements if any	
Virtual options and requirements if any	
Volunteer / Community Service hours / requirements	
Career and college planning including Bright Futures	
Courses offered with descriptions	
Athletic Policies	

Other Required Documentation	Evidences/Documentation Provided
Sample High School Transcript	
Individual student graduation tracking documentation	

Highly Functional Evidences/Documentation	Evidences/Documentation Provided
Resource list of services provided to students in the area of academic guidance, career planning and/or college entrance	

Observations Indicator 7.2

**Domain Two: Teaching-Learning / Standard Seven: Instruction
Indicator 7.3 Student Needs Analysis**

Indicator 7.3.A	Formal Student Needs Analysis	(K-12 Accreditation Manual Page 124)		
The Institution:		Evidence	Observed	Score
a) <u>consistently implements a formalized process</u> for the identification of students who need additional assistance, services and resources,				
b) has a <u>documented referral system</u> in place to address identified needs				

Indicator 7.3.B	Provision of Resources	(K-12 Accreditation Manual Page 125)		
The Institution:		Evidence	Observed	Score
a) <u>consistently utilizes internal and external resources</u> , to address the specialized needs of students				
b) has <u>a system to monitor and evaluate all</u> academic programs,				
c) uses <u>relevant data to regularly modify</u> and adjust student services.				

Required Evidences/Documentation		Evidences/Documentation Provided		
Highly Functional Evidences/Documentation		Evidences/Documentation Provided		
Administrative/Operations/Staff Handbook or other documentation detailing the policies and procedures for:				
Identifying students in need of additional assistance				
Referral services that are commonly provided to families,				
Training of staff for the identification and referral of students in need of additional assistance				
Details on the levels of additional assistance provided by the institution				

Observations Indicator 7.3				

Domain Two: Teaching-Learning / Standard Eight: Evaluation
Indicator 8.1 Process of Assessment

Indicator 8.1.A	Processes of Assessment	(K-12 Accreditation Manual Page 130)		
Educators, Instructors, Teaching Staff:		Evidence	Observed	Score
a) has established common grading practices and criteria, across <u>all grades and subject areas</u> that is used <u>consistently and with fidelity</u> to represent the learner's attainment of content knowledge and skills,				
b) has established a <u>cohesive set of formative and summative assessments</u> , to ensure that each learner is improving at a rate consistent with the grading practices,				
c) has established <u>detailed benchmarks</u> that indicate the student is <u>prepared</u> for the next level.				

Indicator 8.1.B	Communication of Student Performance	(K-12 Accreditation Manual Page 131)		
Formal and informal communication:		Evidence	Observed	Score
a) <u>consistently and frequently provides details</u> about each learner's progress to all appropriate stakeholders,				
b) insures that the <u>progress is communicated to the individual learner</u> in a language that is clear and understandable for his or her academic level.				

Required Evidences/Documentation		Evidences/Documentation Provided		
Administrative/Operations Manual or other Documentation detailing:				
Grading policies including minimum percentages that quizzes and test must be in the final calculations				
Grading scale				

Other Required Documentation:				
Sample progress or report card				

Highly Functional Evidences/Documentation		Evidences/Documentation Provided		
Administrative/Operations/Staff Handbook or other documentation detailing				
Policies for communicating grades to students and parents				
Schedule for communicating grades				

Observations Indicator 8.1				

**Domain Two: Teaching-Learning / Standard Eight: Evaluation
Indicator 8.2 Analysis of Assessment Data**

Indicator 8.2.A	Quality and Analysis of Assessment Data	(K-12 Accreditation Manual Page 134)		
All Educators, Instructors, Teaching Staff:		Evidence	Observed	Score
a) analyze data from a <u>cohesive set</u> of formative and summative assessments				
b) use of the assessment data leads to <u>demonstrable improvement</u> of achievement and success of individual and collective groups of learners in preparation for the next educational level.				

Indicator 8.2.B	Use of Assessment Data	(K-12 Accreditation Manual Page 135)		
All Educators, Instructors, Teaching Staff:		Evidence	Observed	Score
a) <u>consistently use</u> data to modify instruction and <u>transform learning experiences</u> for learners.				

Required Evidences/Documentation	Evidences/Documentation Provided
List of Formative Assessments:(monitors student learning to identify strengths and weaknesses)	
List of Summative Assessments: (evaluates student learning by comparing to a standard or benchmark)	
Policies and procedures for required assessments that are used in the classroom/learning center	
Summative Assessment data for the previous three years (Stanford 10, CAT 5, IOWA etc.)	
Highly Functional Evidences/Documentation	Evidences/Documentation Provided
Administrative/Operations/Staff Handbook or other documentation detailing	
System for analyzing assessments and student outcomes and how this data is used to prepare students for the next educational level	
Schedule for communicating assessment data to parents	

Observations Indicator 8.2	

**Domain Two: Teaching-Learning / Standard Eight: Evaluation
Indicator 8.3 Program & Organization Evaluation**

Indicator 8.3.A	Program and Organization Evaluation	(K-12 Accreditation Manual Page 138)	
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The Institution:	Evidence	Observed	Score
a) implements a <u>formal, documented evaluation process</u> to improve student learning			
b) includes <u>contextually based research</u> and an ongoing and <u>systematic analysis</u> of trend and comparison data related to student learning in the program evaluation			
c) includes all <u>curriculum</u> and organizational effectiveness continuous evaluation process.			

Indicator 8.3.B	Use of Evaluation Data for Improvement	(K-12 Accreditation Manual Page 139)	
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The Institution:	Evidence	Observed	Score
a) uses results from the <u>evaluation process</u> to inform decision making,			
b) has a defined process <u>to improve and refine curriculum, programs and innovative practices,</u> and to improve student learning.			

Required Evidences/Documentation	Evidences/Documentation Provided
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Administrative/Operations/Staff Handbook or other documentation detailing:

School-wide policies, procedures, or notes of meetings that review <u>programs</u> , and their effectiveness on student outcomes	
School-wide policies, or notes of meetings that review <u>classroom strategies and procedures</u> , and their effectiveness based on research and student outcomes	

Highly Functional Evidences/Documentation	Evidences/Documentation Provided
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Administrative/Operations/Staff Handbook or other documentation detailing:

Process by which the data is collected from the evaluation of the overall program and how this is meaningfully used to make changes to improve student learning	
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Observations Indicator 8.3

Domain Two: Teaching and Learning

Additional General Observations

Commendations

Domain Two: Teaching and Learning

Recommendations

Specific Areas Not In Compliance

**Domain Three: Resource Allocation & Budget / Standard Nine: Resources Designated to Professional Learning
Indicator 9.1 Use & Quality of Data for Professional Learning**

Indicator 9.1.A	Use of Data for Professional Learning	(K-12 Accreditation Manual Page 144)		
		Evidence	Observed	Score
a) Using data from a <u>variety of sources</u> , The Institution plans and evaluates the effectiveness of its professional development program.				
b) The Institution uses the results of professional development to improve <u>practice and learner achievement</u> and increase content and pedagogical knowledge and <u>organizational effectiveness</u> .				

Indicator 9.1.B	Quality of Professional Learning Experiences	(K-12 Accreditation Manual Page 145)		
		Evidence	Observed	Score
a) The Institution <u>delivers relevant and job embedded</u> professional development.				
b) The Institution's purpose is for <u>all staff</u> members to <u>improve their practice and achieve institutional goals</u> .				

Required Evidences/Documentation	Evidences/Documentation Provided
Administrative/Operations/Faculty/Staff Handbook or other documentation detailing:	

Specific Professional Learning Requirements for Staff	
Annual CEU requirements (Continuing Education Units) for all teaching staff and administration	

Other Required Documentation:

Professional Learning feedback surveys from staff (See Indicator 1.2.B Required Documentation)	
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Highly Functional Evidences/Documentation	Evidences/Documentation Provided
Administrative/Operations/Faculty/Staff Handbook or other documentation detailing:	

Alignment of Professional Learning requirements to the school's mission and or goals for student improvement	
the type and scope of data collected to evaluate the effectiveness of Professional Learning	
the evaluation process for assessing the effectiveness of Professional Learning in the context of the mission goals of the institution	
Supervision, evaluation procedures for staff, with alignment to the school mission	

Observations Indicator 9.1

Domain Three: Resource Allocation & Budget / Standard Nine: Resources Designated to Professional Learning				
Indicator 9.2 Resources for Professional Learning				
Indicator 9.2.A	Professional Learning Program	(K-12 Accreditation Manual Page 148)		
All Staff Members:		Evidence	Observed	Score
a) participate in structured, accountable learning communities <u>that focus their discussions</u> on data analysis and				
b) use the results of their analyses to improve learner performance and <u>organizational effectiveness</u>				
Indicator 9.2.B	Provision of Resources for Professional Learning	(K-12 Accreditation Manual Page 149)		
The Institution:		Evidence	Observed	Score
a) <u>consistently allocates ample</u> resources for professional learning.				
b) provides both formal and informal structures for collaboration to improve learner performance.				
Required Evidences/Documentation		Evidences/Documentation Provided		
School Board/Governance Policy Manual or other documentation detailing:				
Budget guidelines for Professional Development				
Highly Functional Evidences/Documentation		Evidences/Documentation Provided		
Administrative/Operations/Faculty/Staff Handbook or other documentation detailing:				
Structure and supervision policy or procedures for developing an effective learning community (peer, mentor or group structure)				
Qualifications of learning community leaders				
Evaluation procedures of the effectiveness of the learning community system				
Formal and Informal feedback systems for staff to communicate with administration for collaboration on school policies, procedures, improvements etc.				
Observations Indicator 9.2				

**Domain Three: Resource Allocation & Budget / Standard Nine: Resources Designated to Professional Learning
Indicator 9.3 On-Going Professional Learning and Evaluation**

Indicator 9.3.A	Program for New Staff	(K-12 Accreditation Manual Page 152)		
The Institution:		Evidence	Observed	Score
a) <u>provides, monitors, evaluates and modifies</u> induction and mentoring programs for all new staff.				
b) includes <u>performance expectations</u> and are designed to meet individual needs.				

Indicator 9.3.B	On-Going Professional Learning for All Staff	(K-12 Accreditation Manual Page 153)		
The Institution:		Evidence	Observed	Score
a) <u>provides, monitors, evaluates and modifies coaching and modeling</u> programs for <u>all staff</u> .				
b) addresses <u>unique professional practices</u> and organizational expectations for <u>all staff</u> through guidance, support and feedback from peers and leaders.				

Required Evidences/Documentation		Evidences/Documentation Provided		
Administrative/Operations/Faculty/Staff Handbook or other documentation detailing:				
New hire training program requirements, policies and procedures (Induction Program)				
Highly Functional Evidences/Documentation		Evidences/Documentation Provided		
Administrative/Operations/Faculty/Staff Handbook or other documentation detailing:				
Follow-up supervision and evaluation of new hires				
On-going supervision and mentoring, coaching and evaluation programs for existing employees				
Other Documentation:				
Job descriptions for all non-administrative positions that clearly detail performance expectations				

Observations Indicator 9.3				

**Domain Three: Resource Allocation & Budget / Standard Ten: Recruitment and Retention
Indicator 10.1 Recruitment and Retention**

Indicator 10.1.A	Evaluation of Personnel Needs	(K-12 Accreditation Manual Page 158)		
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The Institution:	Evidence	Observed	Score
a) <u>uses and regularly evaluates a documented and ongoing process</u> that uses data to determine personnel needs.			
b) uses a defined process that includes an assessment of talent, qualifications and alignment with the institution's purpose statements.			
c) monitors the process to assure sufficient staff to student ratios and quality experiences in administration, the classroom and support staff.			

Indicator 10.1.B	Evaluation of Recruitment and Retention Program	(K-12 Accreditation Manual Page 159)		
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The Institution:	Evidence	Observed	Score
a) <u>uses and regularly evaluates a deliberate and formalized process</u> to recruit and retain qualified personnel			
b) through meaningful <u>learning opportunities, personal growth, financial support, and leadership opportunities.</u>			

Required Evidences/Documentation	Evidences/Documentation Provided
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School Board/Administrative/Operations/Faculty/Staff Handbook or other documentation detailing:	
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Staff recruiting policies and procedures	
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Other Required Documentation:	
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List of Administrative personnel, including qualifications and duties	
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List of Faculty personnel, including qualifications and duties	
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List of Support staff, including qualifications and duties	
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Highly Functional Evidences/Documentation	Evidences/Documentation Provided
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Administrative/Operations/Faculty/Staff Handbook or other documentation detailing:	
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Data collection and budgeting process for evaluating staffing needs for the school for the academic year	
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Evaluation process for evaluation the qualifications needed to address the specific learner needs of the institution.	
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Evaluation and training process for finding and training current staff to meet future needs.	
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Recruitment guidelines for attracting and hiring qualified staff	
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Observations Indicator 10.1	
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Domain Three: Resource Allocation & Budget					
Standard Eleven: Resources Designated to Professional Practice/ Indicator 11.1 Technology Infusion					
Indicator 11.1.A	Planning Appropriate Technology Infusion		(K-12 Accreditation Manual Page 164)		
The Institution:			Evidence	Observed	Score
a) uses <u>a variety of data sources</u> , including needs assessments, to determine technology infrastructure needs.					
b) engages in a <u>comprehensive planning process</u> that focuses on the integration of appropriate digital resources into teaching, learning and operations.					
c) <u>evaluates and demonstrates improvements</u> in professional practice, student performance, and organizational effectiveness from the infusion of technology.					
Indicator 11.1.B	Provision of Resources for Appropriate Technology Infusion		(K-12 Accreditation Manual Page 165)		
The Institution Provides:			Evidence	Observed	Score
a) provides <u>ample</u> human, material and fiscal resources for technology infusion.					
b) <u>monitors</u> that these resources are appropriately used to <u>effectively integrate</u> digital resources into teaching, learning and operations.					
Required Evidences/Documentation			Evidences/Documentation Provided		
School Board/Governance Manual or other documentation detailing:					
Budget guidelines devoted to insuring ample staff, material and fiscal resources are provided to meet the mission goal of the institution.					
Highly Functional Evidences/Documentation			Evidences/Documentation Provided		
Administrative/Operations/Faculty/Staff Handbook or other documentation detailing:					
Evaluation or review process to determine the effectiveness of current digital resources					
Technology review process to determine the addition or updating of current technology in the classroom					
Supervision and evaluation policies and procedures that monitor the effective use of technology throughout the program					
Other Documentation:					
List of current technology resources being used to enhance organization and student engagement					
Observations Indicator 11.1					

**Domain Three: Resource Allocation & Budget / Standard Eleven: Resources Designated to Professional Practice
Indicator 11.2 Resource Needs Analysis/Availability**

Indicator 11.2.A	Resources Needs Analysis	(K-12 Accreditation Manual Page 168)
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The Institution Implements:	Evidence	Observed	Score
a) implements a <u>documented comprehensive process based on research and best practice</u> for the identification, acquisition, updates and use of appropriate materials and resources.			
b) ensures that materials are aligned to curricular and instructional programs as well as organizational needs and initiatives of the institution.			

Indicator 11.2.B	Availability of Resources	(K-12 Accreditation Manual Page 169)
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The Institution Provides:	Evidence	Observed	Score
a) provides a <u>wide variety of high quality resources</u> that are easily accessible and			
b) <u>sufficiently addresses</u> the needs and interests of students, staff and the institution.			

Required Evidences/Documentation	Evidences/Documentation Provided
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School Board/Governance or Administrative Manual or other documentation detailing:

The process, policies and/or procedures by which your school determines the need, acquisition and/or update of materials to support the curriculum and school administration	
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Highly Functional Evidences/Documentation	Evidences/Documentation Provided
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List of information resources available to staff and students	
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Crossover of information resources available to staff and or students in support of the curriculum	
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Staff, Student and Parent surveys allowing evaluation and feedback of the recourses available from the perspective of a wide range of stakeholders. (See Documentation for Indicator 1.2.B)	
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Observations Indicator 11.2

**Domain Three: Resource Allocation & Budget / Standard Twelve: Budgeting Process for Effective Use of Resources
Indicator 12.1 Strategic Management of Resources**

Indicator 12.1.A	Strategic Management Process	(K-12 Accreditation Manual Page 174)	
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The Institution Implements:	Evidence	Observed	Score
a) implements <u>and evaluates formal planning processes</u> for long-range strategic resource management of budgets, facilities and other organizational needs,			
b) has a formal <u>process by which</u> all financial and resource development activities are documented and conducted in a legal, ethical and professional manner, and			
c) has <u>adequate insurance</u> or equivalent resources to protect financial stability and administrative operations.			

Indicator 12.1.B	Use of Data in Evaluation of Processes and Procedures	(K-12 Accreditation Manual Page 175)	
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The Institution Implements:	Evidence	Observed	Score
a) and <u>demonstrates effective evaluation practices</u> , for <u>long-range</u> , strategic management of budgets,			
b) facilities and other organizational needs in support of the institution's purpose and direction.			

Required Evidences/Documentation	Evidences/Documentation Provided
Highly Functional Evidences/Documentation	Evidences/Documentation Provided
Long-range strategic goals that include budgeting, use of facilities and growth	
Review of the budgeting practice by a qualified third party	

Observations Indicator 12.1

Domain Three: Resource Allocation & Budget / Standard Twelve: Budgeting Process for Effective Use of Resources
Indicator 12.2 Budgeting Process for Effective Use of Resources

Indicator 12.2.A	Formal Budgeting Process	(K-12 Accreditation Manual Page 178)
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The Institution:	Evidence	Observed	Score
a) <u>has a formal budgeting process</u> that allocates and aligns resources to address priorities for improvement.			
b) has a budget designed to improve student learning and is <u>equitably distributed to meet the needs</u> of students.			

Indicator 12.2.B	Effective Use of Resources	(K-12 Accreditation Manual Page 179)
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The Institution Consistently:	Evidence	Observed	Score
a) evaluates and demonstrates effective use of human, material and fiscal resources <u>to meet the learners' and institution's identified needs and priorities.</u>			

Required Evidences/Documentation	Evidences/Documentation Provided
School Board/Governance or Administrative Manual or other documentation detailing:	
Policies for submitting and approving of the annual budget	

Other Required Documentation:	
A formal annual budget	

Highly Functional Evidences/Documentation	Evidences/Documentation Provided
School Board/Governance or Administrative Manual or other documentation detailing:	
Budget priorities guidelines and allocations indicating sufficient equitable distribution of resources to provide adequate resources to achieve goals for student advancement	

Observations Indicator 12.2

Domain Three: Resource Allocation and Budget

Additional General Observations

Commendations

Domain Three: Resource Allocation and Budget

Recommendations

Specific Areas Not In Compliance



**Domain Four: Compliance and Safety/ Standard Thirteen: Regulatory Compliance
Indicator 13.1 Federal and Florida State Compliance**



(K-12 Accreditation Manual Page 184)

Provided	Observed	N/A
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- | | | | |
|---|--|--|--|
| a) Incorporation: <u>The institution or parent organization</u> of the school has met the legal requirements to operate in the state of Florida | | | |
| b) The <u>Articles of Incorporation</u> , must name the institution or if the name is different, the parent organization, must have a current <u>Fictitious Name Certificate</u> . | | | |
| c) Bylaws: The corporate status of the entity, having oversight, has clearly articulated | | | |
| d) Most institutions are required to obtain a <u>Federal Identification Number (FIN)</u> | | | |
| e) If the organization is a <u>501(c)3</u> documentation is required | | | |
| f) Most businesses are required to provide <u>Worker Compensation Insurance</u> for their regular employees. <i>F.S. 440</i> | | | |
| g) Most businesses are required to pay <u>Reemployment Tax</u> , if anyone other than the owners receive compensation. | | | |

Required Evidences/Documentation	Listing of Evidences/Documentation Provided
Corporation Certificate of Status	
Articles of Incorporation of the parent organization	
By-Laws that govern the Institution	
Documentation of FIN number	
501(c)3 documentation if it applies to the organization	
Additional Evidences if Applicable	Listing of Evidences/Documentation Provided
Workers Compensation Insurance cover letter if applicable	
Reemployment Tax account verification if applicable	

Observations Indicator 13.1

Domain Four: Compliance and Safety/ Standard Thirteen: Regulatory Compliance
Indicator 13.2 County and City Compliance
 (K-12 Accreditation Manual Page 186)



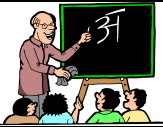
If students attend the facility		Provided	Observed	N/A
a) Occupational license(s) issued in the name of the educational institution , for all municipalities that have jurisdiction.				
b) Fire Code Inspection and Compliance Report: Existing educational facilities are required to have fire safety inspections annually.				
c) Occupancy Permit: If student's physical attend the facility the local county or city electrical, plumbing, and or building department must provide an <u>Occupancy Permit</u>				
d) Health Department: (State rules, county enforcement)		Provided	Observed	N/A
1) Health Inspection: If students in physical attendance a satisfactory group care <u>Environmental Health Inspection</u> from the local county health department prior to opening or operating in Florida and in most cases bi-annually thereafter is required.				
2) Mandatory Measurements Nonresidential Radon Measurement Report:				
3) Food Service Inspection Report: A food service inspection report is required if the school facility stores, prepares, or serves food to students.				
4) If a school facility possesses a well that serves 1 to 25 people , the school must have a current and acceptable Limited-Use Public/Private Drinking Water System Sanitation Survey & Inspection Report				
e) Florida Department of Environmental Protection (if applicable)		Provided	Observed	N/A
If a school facility possesses a <u>well that serves more than 25 people</u> , the school must work with the local Department of Environmental Protection to meet compliance regulations and receive a Public Water System ID				
Required Evidences/Documentation if Applicable		Listing of Evidences/Documentation Provided		
Occupational or operational License(s) all required agencies				
Fire Marshal inspection and permit to occupy/Annual				
Occupation inspection and or permits				
Last two copies of the Health Department Inspections				
Radon Testing affidavit or proof that testing is not required				
Last two copies of the Food Service Inspection Reports				
Limited-Use Public/Private Drinking Water System Sanitation Survey & Inspection report (1-25 people)				
Florida Department of Environmental Protection well water compliance report (More than 25 people)				
Observations Indicator 13.2				

Domain Four: Compliance and Safety
Standard Thirteen: Regulatory Compliance
Indicator 13.3 Florida Department of Education Compliance
(K-12 Accreditation Manual Page 188)



All Schools		Provided	Observed	N/A
a) Annual Database Survey:				
b) Owner Fingerprints: Requires Visual Inspection				
c) Regular School Attendance as defined in f.s. 1003.26 (see K-12 manual Page 188)				
d) Comply with the anti-discrimination provisions of 42 U.S.C. s. 2000d				
If Students Attend a Physical Facility		Provided	Observed	N/A
e) Posting of Reporting for Misconduct and Abuse Poster: Requires Visual Inspection				
For schools that accept the Corporate Tax, McKay or Gardner Scholarships		Provided	Observed	N/A
f) Scholarship Compliance Form the Florida Choice Office				
g) Allegations of Misconduct by Educators:				
Required Evidences/Documentation if Applicable	Listing of Evidences/Documentation Provided			
Copy of the current, FLDOE Annual Database Survey				
Published School Calendar: Based on 180 days				
School Board/Governance or Administrative Manual or other documentation detailing:				
How Attendance is tracked including policies for: <ul style="list-style-type: none"> Excused, Unexcused Absences and Tardiness School response to unexcused absences Contact protocols for unexcused absences Prevention and Intervention strategies to address truancy 				
Anti-discrimination policies, copy of and listing of published locations				
For schools that accept the Corporate Tax, McKay or Gardner Scholarships				
Required Evidences/Documentation if Applicable	Listing of Evidences/Documentation Provided			
Scholarship Compliance Letter for the Florida Choice Office				
School Board/Governance or Administrative Manual or other documentation detailing:				
Staff Training/Acknowledgement of responsibility for the reporting of Allegations of Misconduct by Educators:				

Observations Indicator 13.3



**Domain Four: Compliance and Safety / Standard Fourteen: Employee Records
Indicator 14.1 Application, Ethics in Education Requirements**

(K-12 Accreditation Manual Page 192)



a) Employee Application and File (Visual Inspection)		Evidence Observed		
Dated Employment Application on file:				
Education Verification, and Documentation of Professional Accomplishments appropriate to qualify the applicant to perform assigned duties				
Three Year Employment history verification				
Eligibility to work in the United States (USCIS I-9) (Includes proof of identity)				
VECHS background screening for all personal who have regular and direct contact with students including volunteers. <i>(Teachers with a current Florida Teacher Certification are exempt, however VECHS is strongly recommended)</i>				
Child Abuse/Neglect Reporting Requirements and two hours of training annually				
First Aid: CPR certification (No less then 50% of staff for campus programs)				
Fire Drill and Use of Fire Extinguisher Training at least every two years.				
Minimum of 20 CEU's Professional Development each year on staff.				
Copy of valid, appropriate, current Driver's License for staff that may transport students				
Training for emergency crisis management plan				
b) Florida Ethics in Education Act	Provided	Observed	N/A	
Employment screening must be completed for all employees.				
Hiring contact is required to check an applicant's previous employment references.				
Each step in the employment hiring/screening process must be documented.				
Disqualifications for Employment				
Termination for Cause conditions				
Child Abuse Reporting Posting of Notice Requirements				
The Principal of a private school is required to act as the DCF liaison.				
Immediate Suspension if certain alleged misconduct conditions apply.				
Reporting Professional Misconduct requirements				
c) Administration, Teacher and Support Staff Qualifications	Evidence Observed			
<u>Administration:</u> A Masters, or minimum of a Baccalaureate degree required, and or professional expertise or training, in areas sufficient, to provide the required skills required for the assigned duties.				
<u>Instructional Personnel:</u> Employ or contract only with teachers who hold a baccalaureate or higher degree, or have at least three years of teaching experience in public or private schools, or have special skills, knowledge, or expertise that qualifies them to provide instruction in subjects taught.				
<u>Support Staff:</u> Qualification will vary depending on the position, but must be clearly defined on the position job description.				

Observations Employee Files: Indicator 14.1 (a)

Addition Comments or Notes can be made on the following page as needed for Indicator 14.1



**Domain Four: Compliance and Safety / Standard Fourteen: Employee Records
Indicator 14.1 Application, Ethics in Education Requirements**



Required Evidences/Documentation	Evidences/Documentation Provided
School Board/Governance or Administrative Manual or other documentation detailing:	
Details of the hiring process documentation requirements	
Details of the staff training for all required components of the Ethics in Education Act	
Disqualifications for Employment	
Termination for Cause Provisions	
Immediate Suspension Conditions	
Employment Qualifications	

Observations Employee Files: Indicator 14.1 (a) and (c):

Additional Observations/Comments 14.1



Student File (Visual Inspection)

Evidence Observed

a) Birth Certificate or other acceptable proof of birth:

b) Certification of Immunization or Religious Exemption:

Florida Department of Health form: **DH680 or DH681** That indicated the correct Code for the student or an exportation date that has not passed.

- Code 1: Immunizations complete up to 7th grade.
- Code 2: Immunizations have an expiration date, by which they must be updated
- Code 2: Immunizations have an expiration date, by which they must be updated to remain in compliance.
- Code 3: Medical Exception for Cause
- Code 8: Immunizations are complete.

c) Student Health Examination:

F.S. 1003.22(1) The governing authority of each private school shall require that each child who is entitled to admittance to kindergarten, or is entitled to any other initial entrance into a public or private school in this state, present a certification of a school-entry health examination performed within 1 year before enrollment in school. The most common form is DH3040 but any physical from a Florida physician is acceptable.

d) Student Cumulative Folders are Secure:

Records must be in a locked file cabinet, or a room that is always locked with limited access.

Requires Visual Inspection

e) Social Security Number:

Cannot be Required as a condition of enrollment f.s. 1008.386(1)

Required Evidences/Documentation

Evidences/Documentation Provided

School Board/Governance or Administrative Manual or other documentation detailing:

Student File Procedures and Requirements

Policy for security of student files, and who has access to student records

Transfer of records policy

Observations Indicator 15.1

Domain Four: Compliance and Safety / Standard Fifteen: Student Records

Indicator 15.2 Education Records

(K-12 Accreditation Manual Page 197)



If records are stored in a digital or cloud format provide the name of the program:

Category A-Permanent Records: (Visual Inspection)

Information for each student which shall be kept current while the student is enrolled and retained permanently.

The following information shall be maintained for each student:

Compliance Yes/No

- (a) Student's full legal name,
- (b) Authenticated birthdate, place of birth, race, ethnicity and sex,
- (c) Last known address of the student,
- (d) Names of the student's parent(s) or guardian(s),
- (e) Name and location of last school attended,
- (f) Number of days present and absent, date enrolled and date withdrawn,
- (g) Courses taken and record of achievement, such as grades, units, or certification of competence,
- (h) Date of graduation or date of program completion,
- (i) Records of requests for access to and disclosure of personally identifiable information from the education records of the student as required by FERPA.

Category B-Temporary Records: (Visual Inspection)

Information which is subject to periodic review and possible elimination when the information is no longer useful.

These records may include but are not limited to the following:

Compliance Yes/No

- (a) Health information and health care plans,
- (b) Family background data,
- (c) Standardized test scores, **FCCPSA Requires that Standardized Test Scores be retained**
- (d) Educational and career plans,
- (e) Honors and activities,
- (f) Work experience reports,
- (g) Teacher comments,
- (h) Reports of student services or exceptional student staffing committees including all information required by Section 1001.42(13), F.S.,
- (i) Correspondence from community agencies or private professionals,
- (j) Driver education certificate,
- (k) List of schools attended, **FCCPSA Requires that high schools attended be retained**
- (l) Written agreements of corrections, deletions or expunctions as a result of meetings or hearings to amend educational records,

Observations Indicator 15.2



Program used to store and document High School Record:	
1) Required School Details	
a) Name of the School	Compliance Yes/No
b) Contact Information: Address, Phone, Fax, Email, Web Site	
c) Accreditation	
d) Identifying Codes: FLDOE School Code, CEEB Code	
e) Grading Scale, including weighting parameters if any	
2) Required Student Demographics	
a) Students full legal name:	Compliance Yes/No
b) Contact Information for the Student: Address, Phone Number	
c) Social Security Number is preferred but optional as it cannot be required for enrollment	
d) Gender, Race, Date of Birth, Date enrolled, Date transcript last updated	
e) Graduation date if applicable, Diploma type if issued	
3) Required Academic Records	
Courses attempted	Compliance Yes/No
the year courses were attempted, course name, Florida course number (if attempted in Florida)	
Grades earned, by semester not the yearly average. High school credits in Florida are defined as being earned in half credit units. The yearly average may not be the actual average	
Credits earned, or not earned must be listed,	
Test results (that means every normed test taken once the student entered the 9th grade or began earning high school credits, not just the ACT or SAT test!	
Community Service Hours (If any)	
Course Summary by category that is required for graduation,	
total required, earned to date, still required.	
Class rank if students are ranked	
A designated place for an official signature and the school seal.	
Observations Indicator 15.3	



Domain Four: Compliance and Safety / Standard Sixteen: Safe, Sanitary and Secure

Indicator 16.1 Emergency Procedures

(K-12 Accreditation Manual Page 204)



Emergency Procedures Manual or Documentation:	Provided	Observed	N/A
Fire Drill procedures, required staff training, documentation of training, student area exit postings, and logs, including alternate routes			
Sheltering In-Place or Lockdown procedures, including required staff training, documentation of training and drill logs			
Injury Procedures, required staff training, documentation of training and sample forms			
Sudden Illness (isolation area, pending parent pickup)			
Assaults/Fights or serious disturbances policies and procedures, required staff training and documentation of training			
Severe Storm/Flood procedures, required staff training and documentation of training			
Bomb Threat procedures, required staff training and documentation of training			
Intruder/Hostage procedures, required staff training and documentation of training			
Weapons on Campus procedures, required staff training and documentation of training			
Hazardous Materials/Chemical Exposure procedures, required staff training and documentation of training			
Additional Evidence / Documentation Required	Provided	Observed	N/A
Copies of the last ten Fire Drill Log sheets			
Additional Evidence / Visual Inspection Required	Observation		
Fire Drill: Must be conducted at a date and time selected by the Chair of the visiting site team for each campus location, or area where students have access to.			

Observations Indicator 16.1



Domain Four: Compliance and Safety / Standard Sixteen: Safe, Sanitary and Secure
Indicator 16.2 Classrooms, Hallways, Bathrooms Storage
 (K-12 Accreditation Manual Page 206)



Safe, Sanitary and Secure Walk-through Inspection	Evidence Observed	Compliance
Fire drill signage: <ul style="list-style-type: none"> • Posted at the exit • Positioned near student eye level • Room location clearly marked • Primary exit plan route from that location only (normally a solid line) • Alternate exit plan route from that location only (dotted line) 		
First Aid Kit in every classroom: (Suggested items) <ul style="list-style-type: none"> • Absorbent compress dressing • 5-10 adhesive bandages • adhesive cloth tape • instant cold compress • nonlatex gloves • thermometer • 2-4 sterile gauze pads The First Aid Kit MAY NOT CONTAIN: <ul style="list-style-type: none"> • Medications of any kind (asprin etc.) • Antibiotic ointment (Unless disclosed on parent signed paperwork) 		
Accident/Observation report forms,		
Students have adequate access to bathrooms / water fountains		
Adequate minimum square footage per student (minimum 20 sf per)		
Classrooms are free from hazards: (Including but NOT limited to) <ul style="list-style-type: none"> • No exposed power cords or sockets • No sharp objects or hazards • No cleaning supplies are accessible to students • Science/Art supplies well maintained and securely stored • Hazardous materials are stored in self locking rooms or cabinets away from students • No observable evidence of ants, rodents or other vermin infestation • TV's or other heavy objects on movable carts are secured (straps etc.) • During operational hours no portion of the building is used for any purpose which could endanger the health and safety of students 		
Classroom arrangement and maintenance: <ul style="list-style-type: none"> • Rooms are clean, orderly and well maintained • Rooms are arranged for adequate supervision of all students (Young students are never left alone) • Furniture is scaled for the age and size of students served • Floor/wall and coverings are clean, safe and secure • Sufficient Lighting and Ventilation • Temperature between 65-82 degrees at all times • Storage areas are secure from tipping (i.e. bookshelves) • No open food is left or stored in the classroom 		
Use of microwaves not allowed or properly supervised		
Trash containers covered, clean and secure		
Administrative Manual / other documentation for Indicator 16.2 is on the next page		



Domain Four: Compliance and Safety / Standard Sixteen: Safe, Sanitary and Secure
Indicator 16.2 Classrooms, Hallways, Bathrooms Storage
(K-12 Accreditation Manual Page 208)



Administrative Manual or other documentation detailing:	Provided	Observed	N/A
Job descriptions for all staff that have maintenance responsibility.			
Administrative oversight guidelines for maintenance staff			
Maintenance/Repair Request Form used by staff			
Policies and or procedures for notification and follow up for maintenance/Repair issues			

Observations Indicator 16.2

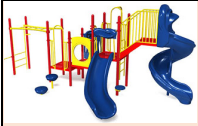
Large empty rectangular area for recording observations.



Exterior Areas Walk-through Inspection: Visual Inspection

All Outside Areas:	Evidence Observed	Compliance
a) Exterior and Recreation Areas are free from hazards: <ul style="list-style-type: none"> • Standing Water • Sharp Objects or hazards • Broken Equipment • Exposed power cords • Cleaning supplies • Hazardous materials • Ac/Power units are enclosed • No observable evidence of ants, or vermin infestation • During operational hours no portion of the area is used for any purpose which could endanger the health and safety of students 		
b) Secure safe storage, if equipment is stored in the area		
c) Trash containers are clean, covered and secure		
Recreation Areas: Equipment/Safe Conditions	Evidence Observed	Compliance
d) First Aid Kit: (Suggested content items) <ul style="list-style-type: none"> • Absorbent compress dressing • 5-10 adhesive bandages • adhesive cloth tape • instant cold compress • nonlatex gloves • thermometer • 2-4 sterile gauze pads <p>The First Aid Kit MAY NOT CONTAIN:</p> <ul style="list-style-type: none"> • Medications of any kind (asprin etc.) • Antibiotic ointment (Unless disclosed on parent signed paperwork or handbook) 		
e) Staff have quick access to Accident/Observation report forms		
f) Students have un-restricted access to water Bathrooms are accessible		
g) Adequate minimum square footage per student (75)		
h) Adequate shade		
i) Proper ground cover (grass, mulch etc.)		
j) Enclosed play area with adequate fencing (minimum 4')		
k) Recreation area if outside is at least 30' form roads		
l) NO sandboxes unless they are covered when not in use		
m) Equipment: <ul style="list-style-type: none"> • Appropriate size for age and height of students • Well maintained • Placed to prevent overcrowding and to allow • Proper supervision at all times 		

Supervision and Administrative Manual or other documentation for Indicator 16.3 is on the next page



Domain Four: Compliance and Safety / Standard Sixteen: Safe, Sanitary and Secure

Indicator 16.3 Recreation and Exterior Areas

(K-12 Accreditation Manual Page 210)



Supervision: Include Administrative Manual or other documentation detailing:	Provided	Observed	N/A
n) A minimum of two adults are always present, and are trained in emergency procedures			
o) Supervision has a means to communicate with the office or administration if needed			
p) Job description sections for all staff that have recreation area responsibility			
Required for Highly Functional			
Job description sections for all staff that have recreation area responsibility (maintenance and child safety)			
Administrative checklist for walk through inspections of all recreation areas			
Maintenance logs and or checklist of regular inspections of all recreation areas			

Observations Indicator 16.3



On-Campus Student/Vehicle Safety:

a) Student Drop off and Pick up procedures provide for student safety:

Administrative Manual or other documentation detailing:	Provided	N/A
Procedures are clear, will documented and consistently followed		
Documentation of staff training for student safety		
Properly supervised, including communication with administration		
Student exit/enter on the curb side, or are escorted to a safe loading zone		
Pickup person is identified by staff before student is released		
No vehicles are left unattended in the drive through		
All visitors are required to sign in, and identified while on campus.		
Traffic flow clearly detailed		
Student Drop Off / Pickup Visual Inspection	Evidence Observed	Compliance
During drop off and pick, adult supervision has a means to communicate with the office or administration if needed		
Zone well marked and adequately patrolled by adult staff		
Students exit/enter on curb side, or are escorted to safe loading zone.		
Pickup person identified by staff before student is released.		
No vehicles are left unattended in the drive through.		
All visitors are required to sign in, and identified while on campus.		

Observations Indicator 16.4 Part a

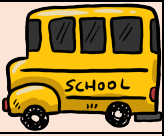


b) Transportation Supervision/Policies/Training - Visual Inspection	Evidence Observed	Compliance
Trip log documents all students picked up and dropped of each day. Visual inspection of previous months logs		
Trip log signed by two people each leg of a trip verifying vehicle is empty		
Appropriate ratio of staff to students on board		
Drivers for vehicles of a 16 passenger or more vehicle must have CDL endorsements and DOT physical.		
Driver must have current CPR and First Aid certificate.		
Yearly Mechanical Safety Inspection Report and log of repairs		
c) Required Items - Visual Inspection of Each Vehicle	Evidence Observed	Compliance
1) First Aid Kit: (Suggested items) <ul style="list-style-type: none"> • Absorbent compress dressing • 5-10 adhesive bandages • adhesive cloth tape • instant cold compress • nonlatex gloves • thermometer • 2-4 sterile gauze pads The First Aid Kit MAY NOT CONTIN: <ul style="list-style-type: none"> • Medications of any kind (asprin etc.) • Antibiotic ointment (Unless disclosed on parent signed paperwork) 		
2) Accident/Observation report forms		
3) Fire extinguisher, indicator in the green, inspection tag current		
4) Breakdown signals (Orange Triangle in a Box)		
5) Current Registration		
6) Current Insurance Card		
d) General Condition - Visual Inspection of Each Vehicle	Evidence Observed	Compliance
Fire exits marked, working properly.		
Storage if any is: Secure, clean, orderly, maintained		
Trash containers clean, covered and secure		
Seatbelts, child restraints if so equipped are in good working order		
Seats secure and in good repair		
Floor and covering clean/safe/secure		
Windows in good working order		
Swept daily after each use		
Tires: good tread, no cracks, wheels and lugs rust free		
Lights/signs, horn working properly		

Observations Indicator 16.4 Part a-d are on the next page



Domain Four: Compliance and Safety
Standard Sixteen: Safe, Sanitary and Secure
Indicator 16.4 Transportation



Observations Indicator 16.3 Parts a-d

Large empty rectangular area for observations.



Domain Four: Compliance and Safety / Standard Sixteen: Safe, Sanitary and Secure

Indicator 16.5 Cafeteria-Food Prep
(K-12 Accreditation Manual Page 216)



Part 1: Supervision and Administrative Policies

a) Supervision (Administration Manual)

Provided

Observed

N/A

Administrative oversight guidelines for cafeteria or food staff

All food related policies and procedures

Job descriptions for all staff that have cafeteria or food responsibility.

b) Student Policies (Student/Parent Handbook)

Provided

Observed

N/A

Cafeteria/Lunch/Snack policies including prices if applicable for students

Staff responsibilities for student supervision and food safety

c) Health Department

Provided

Observed

N/A

Food Service Inspection Report: is required if the school stores, prepares or serves food to students.

Health Department license and or inspection report (x 3)

Part 2: Student Areas: Visual Inspection

Evidence Observed

Compliance

a) Health Department Inspection Report posted

b) Fire drill signage:

- Posted at the exit
- Positioned near student eye level
- Room location clearly marked
- Primary exit plan route from that location only (normally a solid line)
- Alternate exit plan route from that location only (dotted line)

c) First Aid Kit: (Suggested items)

- Absorbent compress dressing
- 5-10 adhesive bandages
- adhesive cloth tape
- instant cold compress
- nonlatex gloves
- thermometer
- 2-4 sterile gauze pads

The First Aid Kit MAY NOT CONTAIN:

- Medications of any kind (asprin etc.)

d) The Cafeteria/kitchen area is free from hazards:

- Sharp Points
- Broken Equipment
- Exposed power cords
- Cleaning supplies
- hazardous materials

e) Cafeteria arrangement and maintenance:

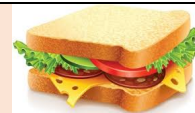
- Eating areas are clean, orderly and well maintained
- Cafeteria is arranged for adequate supervision of all students
- Furniture is scaled for the age and size of students served
- Floor/wall and coverings are clean, safe and secure
- Sufficient Lightiing and Ventilation

f) Trash containers coverd, clean and secure

g) If meals are provided, they meet the daily nutritional/modified needs of students.

h) Modified diet orders are clearly posted.

i) Either the use of microwave is not allowed or it is strictly supervised.



Part 3: Kitchen, Food Preparation Area Inspection

Visual Inspection:	Evidence Observed	Compliance
All sinks, whether a two-compartment sink or a three-compartment sink, must have effective sanitizing and sanitized drying area. These sinks cannot be used for hand washing by staff!		
Hot and cold running water under pressure is easily accessible to all rooms where food is prepared or utensils are washed.		
All kitchen staff volunteers must have access to hand washing facilities.		
All eating/drinking utensils thoroughly washed, rinsed and sanitized after each use		
Sanitization procedures/checklist is clearly posted		
Each refrigerator/freezer used for storage of potentially hazardous foods must provide an accurate thermometer located in the warmest part toward the side front of the refrigerator/freezer. All food and drink is kept at or below 45 F.		
All milk and milk products are pasteurized, stored in the original containers.		
Cutting boards must be cleaned and sanitized after each use. (not wooden)		
Ventilation hoods, inspected annually and approved by a certified fire inspector.		
Walls are finished in a light color and shall have a smooth, washable surface up to the level reached by splash or spray.		
All employees and volunteers must wear clean garments and keep their hands clean at all times while engaged in preparing and serving food and drink, or wear clean, disposable food prep plastic gloves.		
Effective restraints to keep hair from food and from food-contact surfaces are used by employees engaged in the preparation and service of food.		
All wastes and rubbish placed in suitable covered, leak-proof, non-absorbent trash containers. Disposed of in a dumpster no closer than 10 feet from the building.		
Cleaning supplies secure.		
Food is stored in sealed, waterproof containers are free from dust, dirt and splash.		
Food and drink free from spoilage, not expired		
Food rotation procedures, are followed by all staff		
The room, food, utensils and equipment are protected from dust, flies, vermin, rodents, etc.		

Observations Indicator 16.5 Part 3

Domain Four: Compliance/Safety

Additional General Observations

Commendations

Domain Four: Compliance/Safety

Recommendations

Specific Areas Not In Compliance