Texas Catholic Conference

Education Department

2016-2017

GUIDE TO QUALITY AND EFFECTIVENESS

An Accreditation Manual for Catholic Schools of Texas

TEXAS CATHOLIC CONFERENCE EDUCATION DEPARTMENT

GUIDE TO QUALITY AND EFFECTIVENESS

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GUIDE TO QUALITY AND EFFECTIVENESS

PREFACE

A combination of many documents, representing years of work and contributions from many individuals and organizations, is represented in this multi-use manual. It has been designed to acquaint superintendents and principals with the documents, forms, policies and procedures attendant to the accreditation process. Additionally, it will serve as a resource guide for those involved in both pre and post accreditation visitation activities.

Documents and handbooks from which a substantial part of this manual was drawn are:

Texas Catholic Conference Education Department (TCCED):
- Accreditation: Provisions and Rules
- Chairpersons Handbook
- Official Documents

Texas Catholic Conference Accreditation Commission (TCCAC):
- Procedural and Organizational Regulations
- Official Documents and Certificates

Also, the TCCED and TCCAC specifically acknowledge the input and consultation provided by the National Catholic Educational Association, Florida Catholic Conference, Texas Education Agency and the Southwest Educational Development Laboratory.

We are grateful to the many dedicated Catholic educators who extended their support and worked diligently at all levels to bring this document into reality. Special recognition is given to the superintendents, past and present, who have been involved in all phases of the TCC accreditation process since 1986, and to whom this manual is dedicated.

INTRODUCTION

The purpose of this manual is two-fold: first, to serve as a guide and assistance to all persons and groups involved in the accreditation of Texas Catholic schools; and second, to be used as a resource for policies and procedures disseminated by the Texas Catholic Conference Education Department (TCCED) and the Texas Catholic Conference Accreditation Commission (TCCAC).

In the past, there have been a number of documents, manuals, or guides used in the accreditation process. As the TCCED and TCCAC work in a joint effort toward excellence in education, a concerted effort has been made to pull from the many segments of material and provide a unified source of information to aid in that effort.

The notebook-style organization with indexed sections is intended for easy extraction of integral parts. The Table of Contents is an important tool for effective use of the manual. The divisions of information are arranged sequentially to include introductory, fundamental information; benchmark documents which form the context within which the accreditation process is conducted; policies and procedures and guidelines for the school principal and visitation team.

HISTORICAL HIGHLIGHTS OF CATHOLIC EDUCATION IN TEXAS

Historical documents give the year 1541 as opening pages of history of Catholic Education in Texas. Earliest mission schools, Corpus Christi de la Isleta (New Our Lady of Mount Carmel) located in El Paso dates back to 1681. The third oldest missionary school, Nuestra Senora del Rosario was established in 1754 in Goliad, Texas.

Catholic schools were established across Texas during the 19th and early 20th centuries and many of these schools are still in operation today and serve as memorials to the religious and lay women and men who dedicated their lives to promoting and nurturing Catholic education in the state.

San Antonio Archdiocese	Est. 1852	Central Catholic High School - San Antonio
Brownsville Diocese	Est. 1853	Incarnate Word Academy – Brownsville
Austin Diocese	Est. 1866	St. Mary Cathedral School - Austin
Victoria Diocese	Est. 1867	Nazareth Academy - Victoria
Laredo Diocese	Est. 1868	Ursuline Elementary (Now St. Augustine's) Laredo
Corpus Christi Diocese	Est. 1871	Incarnate Word Academy – Corpus Christi
Dallas Diocese	Est. 1874	Ursuline Academy - Dallas
El Paso Diocese	Est. 1879	Loretto Academy
San Angelo Diocese	Est. 1888	Immaculate Conception Academy – San Angelo
Fort Worth Diocese	Est. 1890	Sacred Heart School - Muenster
Beaumont Diocese	Est. 1895	St. Anthony Cathedral School - Beaumont
Galveston-Houston Archdiocese	Est. 1900	St. Thomas High School - Houston
Amarillo Diocese	Est. 1914	St. Anthony School - Hereford
Lubbock Diocese	Est. 1920	St. Joseph School - Slaton
Tyler Diocese	Est. 1948	St. Mary's School - Longview

HISTORY OF CATHOLIC SCHOOL ACCREDITATION IN TEXAS

Although Catholic education in Texas can be traced back prior to the 18th century, it was not until the 20th century that formal recognition through accreditation was sought by schools. Many of the Catholic schools that are still in operation received accreditation during the early years of the Texas Education Agency (TEA).

- 1916 St. Agnes Academy (est. 1906, Archdiocese of Galveston-Houston)
- 1923 Incarnate Word High School (est. 1881, Archdiocese of San Antonio)
- 1925 St. Anthony Cathedral (est. 1895, Diocese of Beaumont)
- 1926 St. Mary's School (est. 1899, Diocese of Amarillo)
- 1927 Cathedral High School (est. 1925, Diocese of El Paso)
- 1929 St. Joseph Academy (est. 1865, Diocese of Brownsville)
- 1929 St. Ludmila/St. Paul School (est. 1897, Diocese of Victoria)

Although many more schools became accredited during this early period, it was not until the late 1950s that additional foundation for a standard unified accreditation process was built through the educational foresight of important Catholic leaders:

- 1956 Msgr. Edward Maher and Bishop T.K. Gorman of the Diocese of Dallas-Fort Worth led a unified action to have a blanket plan of accreditation for all Catholic schools in the seven existing (arch)dioceses.
- 1962 Msgr. Jack Meyers (Dallas-Fort Worth) collaborated with other Catholic schools' superintendents to negotiate with TEA for accreditation.
- 1965 Bishops of the then nine (arch)dioceses agreed on requirements to initiate the accreditation process within six years.
- 1966 TEA visited Dallas, granting a 5-year probationary status. When fully approved, accreditation of all of its schools would be retroactive to 1965. Full accreditation was approved by September 1971. Over the next several years, a small number of schools were visited and accredited.
- 1980's In 1984, massive public educational reform supported by legislation created mandates, parameters, and problems with accreditation for all private schools in Texas. TEA worked in a transition mode from that period. The superintendents of the now fourteen (arch)dioceses collaborated to formulate an accreditation process placed under the Texas Catholic Conference Education Department (TCCED) which was under the aegis of the Bishops of the state.

Cooperative efforts characterized the history of Catholic accreditation from 1986–1989. As collaboration continued with the state via TEA and with Texas Association of Non-Public Schools (TANS) and a core group of private school associations, a single umbrella organization for private school accreditation came into being, Texas Private School Accreditation Commission (TEPSAC).

Currently, the Texas Catholic Conference Education Department, which is recognized by the TEA, is responsible for the implementation of the accreditation process for the Texas Catholic schools.
To assist and give direction to the TCCED, the bishops approved the formation of the Texas Catholic Conference Accreditation Commission (TCCAC). Membership on the commission consists of five Catholic school superintendents, five commissioners-at-large and one bishop who serve as Episcopal liaison. In 2013, the TCCED entered into a partnership with AdvancED that provides the opportunity for schools to have dual accreditation from both agencies with one team and one visit.

THE MISSION OF CATHOLIC SCHOOLS IN THE STATE OF TEXAS

The ministry of Catholic education in general is the fulfillment of the educational mission of the Catholic Church and has as its primary goal the continuous formation of the Christian person.

As a pastoral instrument of the Church, the strength of the Catholic school is its ability to respond to the needs of the whole person, the Church in a time of transition, and the world with a global perspective for a peaceful and sustainable future.

The Catholic school is a unique environment in which students can experience the presence of the Holy Spirit. Its focus is on the individual person's spiritual, moral, intellectual, social, cultural, and physical development. In the Catholic school, students and teachers are drawn to proclaim the Gospel message, to unite in worship, to respond to the needs of the community through fellowship and social justice, and to serve all people through the sharing of their spiritual gifts and temporal goods.

Intellectually, students are challenged to work to the best of their abilities. In a world of diversity and absolutes, students need to be freed to appreciate and understand the living organism called Earth and the peoples and cultures that inhabit it, and to develop global perspectives by which to form their lives and consciences. Students are provided opportunities to develop basic academic and physical skills, pursue knowledge, and critically study and analyze the world in which they live.

The effective Catholic school must call its students to the conviction that people are more important than material gain, that justice is more important than success that love is more important than esteem, and that collaboration unites while competition divides. The truly successful Catholic school student is not necessarily one who is successful in every endeavor, but one who accepts Christian responsibility for fulfillment of personal potential and shares these gifts with others.

GOALS FOR CATHOLIC EDUCATION IN TEXAS

I. **The Catholic school promotes a community of believers, learners and active doers in the spirit of Jesus Christ as experienced in the Catholic Church and lived out as active citizens in today's society. The school fosters:**

A. A clear understanding of its purpose and goals by staff, parents/guardians and students;

B. A Catholic identity through which the religious atmosphere permeates the total instructional program;

C. The Gospel values as modeled in the school procedures and in the actions of staff and students;

D. A faith community expressed through religious experiences that include formal classes for teaching Catholic doctrine according to Vatican II and the religious spirit of the (arch)diocese, programs for personal spiritual formation, opportunities for worship, expression of beliefs through service to others, appropriate sacramental catechesis, the sponsoring of adult programs, and active participation of students in their parish community;

E. Active interaction between school and parish families in various functions when school is part of a parish;

F. Active participation of laity on governing bodies and in school organizations;

G. The formation of behavioral patterns consonant with Christian social standards;

H. A sensitivity and responsiveness to the demands of social and economic justice;

I. Knowledge and skills that lead to the development of Christian attitudes towards life, human sexuality and the family;

J. The formation of students: to set goals and find ways to attain them, to see persons as equals and worthwhile individuals, to be self-disciplined and determined, to be responsible, responsive, compassionate and empathetic to the feelings and needs of others, to recognize and build on personal strengths and to respect the individual differences present in others.

II. **The Catholic School provides instructional leadership and maintains an effective and efficient program of studies. The administration and staff have the responsibility to:**

A. Be visible and accessible to the school and civic community to insure interaction and involvement in the educational process;

B. Communicate on a regular basis regarding school activities and general accomplishments;

C. Provide systematic reporting to the parents/guardians regarding student progress;

D. Communicate expectations for student academic performance to parents/guardians and students;

E. Organize the school and business community to advise and support the school;

F. Provide a safe and orderly environment with a clear discipline code;

G. Inform its constituency of school policies and regulations with specific attention given to rights and responsibilities of staff, students, and parents/guardians; grievance procedures; discipline code; school policies; grading system; and compliance with local, state, federal laws and regulations;

H. Provide a realistic and functional guidance program through all grades;

I. Provide school facilities which project a positive and future-oriented image and environment for teaching and learning;

J. Provide programs of instruction to meet students' diverse learning needs;

K. Develop excellence in education through compliance with the policies and standards of the Texas Catholic Conference Education Department.

III. **The purpose, design and implementation of the curriculum represents the school's mission which is understood, as well as shared by teachers, students and parents/guardians. All students should:**

A. Develop a knowledge and understanding of the Catholic faith and a personal relationship with God as evidenced by attitude and practice;

B. Develop a proficiency in the fundamentals of language arts, mathematics and technology in the lower grades, followed by studies in advanced mathematics, technology, science, social studies, fine arts, English and foreign language;

C. Develop higher level thinking skills of research, analysis, evaluation and problem solving;

D. Develop a proficiency in the use of basic communication skills and technology, as well as the ability to recognize propaganda in their lives;

E. Develop problem solving skills by which to integrate information and to form a framework within which to sort out the diverse values present today;

F. Acquire knowledge and appreciation of the culture of the ethnic groups that make up our American heritage;

G. Develop an understanding and appreciation of cultural diversity together with interrelational skills needed within the local, national and global community;

H. Acquire an understanding of the importance of physical and mental health in one's life by developing healthy attitudes regarding human sexuality, nutrition, and chemical substances, as well as the development of health maintenance skills;

I. Acquire knowledge of the democratic process and develop an understanding of the privileges of citizenship and learn to assume its responsibilities;

J. Develop an understanding of human geography and of planetary cultures as they exist today;

K. Be knowledgeable in government practices, political principles and current activities suitable to the grade level;

L. Be aware of the principles of consumer economics, private enterprise, and other economic systems.

DOMAINS AND AREAS OF FOCUS

FOR THE ACCREDITATION OF CATHOLIC ELEMENTARY SCHOOLS IN TEXAS

PREFACE: Statistical Data Required

DOMAIN I: MISSION, PHILOSOPHY AND VISION

DOMAIN II: COMMUNITY

DOMAIN III: GOVERNANCE, ADMINISTRATION AND MANAGEMENT

DOMAIN IV: PERSONNEL
A: ADMINISTRATION
B: FACULTY AND STAFF

DOMAIN V: A: CURRICULUM AND INSTRUCTION
B: STUDENT ASSESSMENT

DOMAIN VI: STUDENT SERVICES

DOMAIN VII: PLANT AND FACILITIES

CUMULATIVE SUMMARY

ELEMENTARY DOMAIN I: MISSION, PHILOSOPHY AND VISION

The Catholic school is a unique environment which has as its primary purpose the continued formation of the Christian person. The mission and beliefs of the school shall reflect the integration of Catholic faith and Gospel values.

1. The mission statement describes the purpose of the school and its reason for existence, and is rooted in Catholic faith and Gospel values.
2. The philosophy of the school flows from the school's mission statement reflecting the integration of Catholic faith and Gospel values in everyday life.
3. The mission and vision of the school are clearly evident in strategic planning.
4. There is an awareness of the school's mission, vision and strategic planning within the school community.
5. The school's mission and vision guide staffing and professional development.

ELEMENTARY DOMAIN II: COMMUNITY

The school's Catholic identity promotes a community of believers and learners in the spirit of Jesus Christ as experienced in the Catholic Church and lived out as active citizens in today's society. Members of the school community are called to unite in prayer, to proclaim the Gospel message and to serve others.

1. The school's Catholic identity promotes and embodies Gospel values in decision making and operations in order to build a nurturing faith community.
2. The school provides regular opportunities for prayer, liturgy, spiritual formation and service.
3. The school encourages awareness of the needs of others through service in the local, national and global communities.
4. The school environment reflects its Catholic identity, its concern and commitment for individuals in the school community.
5. The school is seen as a viable part of the local civic community and is supported by pastor, governing body, parents/guardians, school organizations, and the larger Catholic community.
6. The school maintains an active partnership with parents/guardians whose fundamental concern is the spiritual and academic formation of students.

ELEMENTARY DOMAIN III: GOVERNANCE, ADMINISTRATION AND MANAGEMENT

School governance supports an educational program of high quality with systematic, legal, and fiscal responsibilities.

1. The school has a governing body in place; its jurisdiction and function are clearly defined.
2. The school's relationship with supporting groups is clearly defined for effective school management. These groups may include but are not limited to: Home and School Association/PTO, Booster Club, Parish Council, Men's Club, Altar Society, and Knights of Columbus.
3. Rights and responsibilities of the faculty, staff, students and parents/guardians are explicitly defined in regulatory handbooks.
4. The instructional program and the educational facilities are funded to meet accreditation standards and the stated goals of the strategic plan.
5. The school operates in compliance with applicable federal and state laws and regulations.

ELEMENTARY DOMAIN IV: PERSONNEL

PART A: ADMINISTRATION

The instructional leader initiates and monitors an effective and efficient program of studies. The principal has a major responsibility of providing instructional leadership in the school. Collaborative program planning is encouraged and assistance from appropriate faculty and staff is actively solicited. The contribution of all concerned, under the leadership of the principal, should be considered in evaluating the effectiveness of the educational program within the school.

1. The administrative team meets the requirements as outlined in the TCCED qualifications for Catholic school administrators..
2. The administrative team is visible and works collaboratively with the school community to ensure interaction and involvement in the total educational process.
3. The principal is aware of and responds to the changing needs of the community.
4. The principal focuses the attention of the faculty and staff on elements of quality programming.
5. School effectiveness is monitored and evaluated by the principal.
6. The requirements and procedures of the TCCED accreditation process are implemented by the principal.
7. The administration cultivates Catholic identity within the school community.
8. Procedures are in place for hiring personnel, and job descriptions are provided for professional and support personnel.

PART B: FACULTY AND STAFF

9. Professional personnel hold valid credentials as required by TCCED and appropriate preparation for their assignment, with records on file in the school office.
10. Support staff are properly prepared for their assignments and monitored.
11. Teachers assigned outside their fields of preparation, when necessary conditions require it, have appropriate documentation of approval.
12. A program of evaluation for all personnel is followed and staff development is systematically evaluated.

ELEMENTARY DOMAIN V: CURRICULUM, INSTRUCTION AND ASSESSMENT

The purpose, design, and implementation of the curriculum represent the school's mission. A Catholic atmosphere, which is shared as well as understood by teachers, students, and parents/guardians, permeates all areas of the curriculum. Instructional decisions support the school's academic goals, objectives, and priorities. Evaluation of the curriculum is continuous and responsive to student needs.

1. The curriculum content and instructional program are rooted in Catholic teachings, traditions and values.
2. The school's expectation for academic success exists and is visible.
3. Curriculum *(objectives to be taught)*, instruction *(what is actually taught)* and assessment *(what is tested)* are explicitly aligned.
4. The administrator and faculty develop the goals, objectives and broad-based concepts *(specifics taught by grade)* for learning and the expectations for student performance.
5. Teachers systematically plan for instruction. Instructional planning focuses on adapting teaching strategies to meet student learning needs.
6. Students are actively engaged in learning activities.
7. Instructional resource materials are available and used.

8. There is evidence of the use and integration of current technology in the instructional program.
9. The administrator and faculty review and analyze student achievement information and test results to plan program effectiveness.
10. There is evidence of formal and informal monitoring of student progress.
11. Students' special needs are met through supplementary programs of instruction.
12. A functional guidance program is provided by the school to serve the student population.

ELEMENTARY DOMAIN VI: STUDENT SERVICES

Student services enhance the curriculum and are an integral part of the learning process.

1. Counseling services are available to students.
2. The library provides resource and media support to the school's instructional program and is available for student use.
3. Student health services are provided to ensure that the school is in compliance with all statutory requirements.
4. The school sponsors extracurricular activities, including athletics and student organizations, to meet the special interests of the students.
5. The school provides additional services for students as needed.

ELEMENTARY DOMAIN VII: PLANT AND FACILITIES

The physical plant and facilities of the school are adequate, safe, well-designed for instruction and conducive to learning. The indicators take into account the various groups served, i.e., early childhood, elementary, middle school, before/after school program.

1. The physical facilities and outdoor area(s) are designed for their functions.
2. The school facility projects a positive image and environment for teaching and learning.
3. The school plant and facilities are properly maintained.
4. The school provides a safe and healthy environment.

DOMAINS AND AREAS OF FOCUS

FOR THE ACCREDITATION OF CATHOLIC SECONDARY SCHOOLS IN TEXAS

PREFACE: Statistical Data Required

DOMAIN I: MISSION, PHILOSOPHY AND VISION

DOMAIN II: COMMUNITY

DOMAIN III: GOVERNANCE, ADMINISTRATION AND MANAGEMENT

DOMAIN IV: PERSONNEL
- A: ADMINISTRATION
- B: FACULTY AND STAFF

DOMAIN V:
- A: CURRICULUM AND INSTRUCTION
- B: STUDENT ASSESSMENT

DOMAIN VI: STUDENT SERVICES AND ACTIVITIES

DOMAIN VII: PLANT AND FACILITIES

CUMULATIVE SUMMARY

SECONDARY DOMAIN I: MISSION, PHILOSOPHY AND VISION

The Catholic school is a unique environment which has as its primary purpose the continued formation of the Christian person. The mission and beliefs of the school shall reflect the integration of the Catholic faith and Gospel values.

1. The mission statement describes the purpose of the school, its reason for existence, and is rooted in Catholic faith and Gospel values.
2. Decisions within the school are driven by mission, philosophy and vision.
3. The mission, philosophy and vision are clearly evident in strategic planning.
4. There is an awareness of the school's mission, philosophy, vision and strategic planning within the school community.
5. The school's mission, philosophy and vision guide staffing and professional development.

SECONDARY DOMAIN II: COMMUNITY

The school's Catholic identity promotes a community of believers and learners in the spirit of Jesus Christ as experienced in the Catholic Church and lived out as active citizens in today's society. Members of the school community are called to unite in prayer, to proclaim the Gospel message and to serve others.

1. The school's Catholic identity promotes and embodies Gospel values in decision making and operations in order to build a nurturing faith community.
2. The school provides regular opportunities for prayer, liturgy, spiritual formation and service.
3. The school encourages an awareness of the needs of others through service in the local, national and global communities.
4. The school develops effective relationships with the wider Catholic community, parish, pastors, governing body, parents/guardians, school organizations and (arch) diocesan offices. It is also seen as a viable part of the local civic community.
5. The school maintains an active partnership with parents/guardians whose fundamental concern is the spiritual and academic formation of students.

SECONDARY DOMAIN III: GOVERNANCE, ADMINISTRATION AND MANAGEMENT

School governance supports an educational program of high quality with systematic, legal, and fiscal responsibilities.

1. The school has a governing body in place; its jurisdiction and function are clearly defined.
2. The school's relationship with support groups *(i.e., Family/School Organization, Booster Club, Parent Association, Alumni Association, etc.)* is clearly defined for effective school management.
3. Rights and responsibilities of the administrator, faculty and staff, students and parent/guardians are explicitly defined in regulatory handbooks.
4. The instructional program and the educational facilities are adequately funded to meet accreditation standards and the stated goals of the school.
5. The school operates in compliance with applicable federal and state laws and regulations.

SECONDARY DOMAIN IV: PERSONNEL

A: ADMINISTRATION

The instructional leader initiates and monitors an effective and efficient program of studies. In Domain IV responses from the school will take into account the administrative structure as illustrated below.

1. The administrative team meets the requirements as outlined in the TCCED qualifications for Catholic school administrators.
2. The administrative team is visible and works collaboratively with the school community to ensure interaction and involvement in the total educational process.
3. The administrative team focuses the attention of the faculty and staff on elements of quality programming.
4. The administrative team monitors and evaluates school effectiveness.
5. The administrative team administers the campus program priorities through participative decision making.
6. The administration cultivates Catholic identity of the school.
7. The requirements and procedures of the TCCED accreditation process are implemented by the principal.

B: FACULTY AND STAFF

The school employs qualified and competent personnel, assigns then properly and offers in-service and other opportunities for professional growth, with records on file in the school office.

8. Professional personnel possess credentials required by TCCED and proper preparation for their assignment.
9. Teachers assigned outside their fields of preparation, when necessary conditions require it, have appropriate documentation of approval.
10. Faculty members participate in ongoing professional growth.
11. A program of evaluation for all personnel is followed and staff development is systematically implemented.

SECONDARY DOMAIN V:

A: CURRICULUM AND INSTRUCTION

The purpose, design, and implementation of the curriculum represents the school's mission. A Catholic atmosphere, which is shared as well as understood by teachers, students, and parents/guardians, permeates all areas of the curriculum. Instructional decisions support the school's academic goals, objectives, and priorities. Evaluation of the curriculum is continuous and responsive to student needs.

1. The instructional program in theology reflects the USCCB Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age.
2. Written objectives are clearly and sequentially stated and their attainment is carefully monitored and assessed for each subject and for each grade to assure that the school's goals are being accomplished.
3. Curriculum *(objectives to be taught)*, instruction *(what is actually taught)*, and assessment *(what is tested)* are explicitly aligned.
4. Teachers systematically plan for instruction and instructional planning and teaching strategies are adapted to student learning needs.
5. Teaching resource materials are available and used in classroom instruction.
6. Monitoring of student involvement is ongoing.

7. Students are actively engaged in learning activities.
8. A general attitude and expectation for academic success exists.
9. Teachers use varied instructional approaches and innovative teaching techniques.
10. There is evidence that current technology is embodied throughout the instructional program.

B: STUDENT ASSESSMENT

The instructional goals for student learning are well defined and the assessment outcomes are used for goal revision and evaluation of the quality of the program.

1. The instructional leader and faculty define the objectives for learning and the expectations of student performance.
2. The instructional leader and faculty review and analyze student achievement information and test results to improve programs.
3. The instructional leader and faculty monitor and evaluate the quality of student learning, both formally and informally.
4. What is tested is aligned with what is taught.

SECONDARY DOMAIN VI: STUDENT SERVICES AND ACTIVITIES

Student services and instructional resources enhance the curriculum and are an integral part of the learning process.

1. A realistic and functional guidance program is provided throughout all grade levels.
2. The library meets the requirements of the instructional program.
3. Student health services are provided to ensure that the school is in compliance with all statutory requirements.
4. The school encourages extracurricular activities to meet special interests of the students.
5. The school has added additional services to the ordinary school day in order to meet the needs of the clientele it serves.

SECONDARY DOMAIN VII: PLANT AND FACILITIES

The physical plant and facilities of the school are adequate, safe, well-designed for instruction and conducive to learning.

1. The school is designed for its function.
2. The school facility projects a positive image and environment for teaching and learning.
3. The school plant and facilities are properly maintained.
4. The school provides a safe and healthy environment.

DOMAINS AND AREAS OF FOCUS

FOR THE ACCREDITATION OF CATHOLIC PK/K-12 SCHOOLS IN TEXAS

PREFACE: Statistical Data Required

DOMAIN I: MISSION, PHILOSOPHY AND VISION

DOMAIN II: COMMUNITY

DOMAIN III: GOVERNANCE, ADMINISTRATION AND MANAGEMENT

DOMAIN IV: PERSONNEL
PART A: ADMINISTRATION
PART B: FACULTY AND STAFF

DOMAIN V: CURRICULUM, INSTRUCTION AND ASSESSMENT

DOMAIN VI: STUDENT SERVICES, RESOURCES AND ACTIVITIES

DOMAIN VII: PLANT AND FACILITIES

CUMULATIVE SUMMARY

PK/K-12 DOMAIN I: MISSION, PHILOSOPHY AND VISION

The Catholic school is a unique environment which has as its primary purpose the continued formation of the Christian person. The mission and beliefs of the school shall reflect the integration of Catholic faith and Gospel values.

1. The mission statement, rooted in Catholic faith and Gospel values, describes the purpose of the school and its reason for existence.

2 a. **Elementary:** The philosophy of the school flows from the school's mission statement reflecting the integration of Catholic faith and Gospel values in everyday life.

b. **Secondary:** Decisions within the school are driven by mission, philosophy and vision.

3. The mission and vision of the school are clearly evident in strategic planning.

4. There is awareness of the school's mission, vision and strategic planning within the school community.

5 a. **Elementary:** The school's mission and vision guide staffing and professional development.

b. **Secondary:** The school's mission, philosophy and vision guide staffing and professional development.

PK/K-12 DOMAIN II: COMMUNITY

The school's Catholic identity promotes a community of believers and learners in the spirit of Jesus Christ as experienced in the Catholic Church and lived out as active citizens in today's society. Members of the school community are called to unite in prayer, to proclaim the Gospel message and to serve others.

1. The school's Catholic identity promotes and embodies Gospel values in decision making and operations in order to build a nurturing faith community.

2. The school provides regular opportunities for prayer, liturgy, spiritual formation, and service.

3. The school encourages awareness of the needs of others through service in the local, national and global communities.

4 a. **Elementary:** The school environment reflects its Catholic identity by its concern and commitment for individuals in the school community.

b. **Secondary:** The school develops effective relationships with the wider Catholic community, parish, pastors, governing body, parents/guardians, school organizations and (arch)diocesan offices. It is also seen as a viable part of the local civic community.

5. **Elementary:** The school is seen as a viable part of the local civic community and is supported by the pastor, governing body, parents/guardians, school organizations, and the larger Catholic community.

6. The school maintains an active partnership with parents/guardians whose fundamental concern is the spiritual and academic formation of students.

PK/K-12 DOMAIN III: GOVERNANCE, ADMINISTRATION AND MANAGEMENT

School governance supports an educational program of high quality with systematic, legal, and fiscal responsibilities.

1. The school has a governing body in place; its jurisdiction and function are clearly defined.

2 a. **Elementary:** The school's relationship with supportive groups is clearly defined for effective school management. These groups may include but are not limited to: Home and School Association/PTO, Booster Club, Parish Council, Men's Club, Altar Society and Knights of Columbus.

b. **Secondary:** The school's relationship with support groups (i.e. Family/School Organization, Booster Club Parent Association, Alumni Association, etc.) is clearly defined for effective school management.

3. Rights and responsibilities of the faculty, staff, students and parents/guardians are explicitly defined in regulatory handbooks.

4. The instructional program and the educational facilities are adequately funded to meet accreditation standards and the stated goals of the school.

5. The school operates in compliance with applicable federal and state laws and regulations.

6. An administrative structure is in place which meets the needs of the school community.

PK/K-12 DOMAINS IV: - VII

Two options are made available for use in Domains IV -VII. *Schools where the principal initiates and monitors the program of studies will use the* **Elementary** *sections, and schools where an instructional leader initiates and monitors the program of studies will use the* **Secondary** *sections. Schools using both models (i.e. Principal model in elementary level and Administrative Team model in secondary level) may use both parts as applicable.*

PK/K-12 DOMAIN IV: PERSONNEL - ELEMENTARY

PART A: ADMINISTRATION

The instructional leader initiates and monitors an effective and efficient program of studies. The principal has a major responsibility of providing instructional leadership in the school. Collaborative program planning is encouraged and assistance from appropriate faculty and staff is actively solicited. The contribution of all concerned, under the leadership of the principal, should be considered in evaluating the effectiveness of the educational program within the school.

1. The administrative team meets the requirements as outlined in the TCCED qualifications for Catholic school administrators.

2. The administrative team is visible and works collaboratively with the school community to ensure interaction and involvement in the total educational process.

3. The principal is aware of and responds to the changing needs of the community.

4. The principal focuses the attention of the faculty and staff on elements of quality programming.

5. School effectiveness is monitored and evaluated by the principal.

6. The requirements and procedures of the TCCED accreditation process are implemented by the principal.

7. The administration cultivates Catholic identity within the school community.

8. Procedures are in place for hiring personnel, and job descriptions are provided for professional and support personnel.

PART B: FACULTY AND STAFF – ELEMENTARY

9. Professional personnel hold valid credentials as required by TCCED and appropriate preparation for their assignment, with records on file in the school office.
10. Support staff are properly prepared for their assignments and monitored.
11. Teachers assigned outside their fields of preparation, when necessary conditions require it, have appropriate documentation of approval.
12. A program of evaluation for all personnel is followed and staff development is systematically implemented.

PK/K-12 DOMAIN IV: PERSONNEL - SECONDARY

PART A: ADMINISTRATION

The instructional leader and team initiate and monitor an effective and efficient program of studies. In Domain IV responses from the school will take into account the administrative structure as illustrated below.

1. The administrative team meets the requirements as outlined in the TCCED qualifications for Catholic school administrators.
2. The administrative team is visible and works collaboratively with the school community to ensure interaction and involvement in the total educational process.
3. The administrative team focuses the attention of the faculty and staff on elements of quality programming.
4. The administrative team monitors and evaluates school effectiveness.
5. The administrative team administers the campus program priorities through participative decision making.
6. The administration cultivates Catholic identity of the school.
7. The requirements and procedure of the TCCED accreditation process are implemented by the principal.

PART B: FACULTY AND STAFF – SECONDARY

The school employs qualified and competent personnel, assigns them properly and offers in-service and other opportunities for professional growth, with records on file in the school office.

8. Professional personnel possess credentials required by TCCED and proper preparation for their assignment.
9. Teachers assigned outside their field of qualification, when necessary conditions require it, have appropriate documentation of approval.
10. Faculty members participate in ongoing professional growth.
11. A program of evaluation for all personnel is followed and staff development is systematically implemented.

PK/K-12 DOMAIN V: CURRICULUM, INSTRUCTION AND ASSESSMENT – ELEMENTARY

The purpose, design, and implementation of the curriculum represent the school's mission. A Catholic atmosphere, which is shared as well as understood by teachers, students, and parents/guardians, permeates all areas of the curriculum. Instructional decisions support the school's academic goals, objectives, and priorities. Evaluation of the curriculum is continuous and responsive to student needs.

1. The curriculum content and instructional program are rooted in Catholic teachings, traditions and values.
2. The school's expectation for academic success exists and is visible.
3. Curriculum *(objectives to be taught)*, instruction *(what is actually taught)* and assessment *(what is tested)* are explicitly aligned.
4. The administrator and faculty develop the goals, objectives and broad-based concepts *(specifics taught by grade)* for learning and the expectations for student performance.
5. Teachers systematically plan for instruction. Instructional planning focuses on adapting teaching strategies to meet student learning needs.
6. Students are actively engaged in learning activities.
7. Instructional resource materials are available and used.
8. There is evidence of the use of current technology in the instructional program.
9. The administrator and faculty review and analyze student achievement information and test results to plan program modifications.
10. There is evidence of formal and informal monitoring of student progress.
11. Students' special needs are met through appropriate programs of instruction.
12. A functional guidance program is provided by the school to serve the student population.

PK/K-12 DOMAIN V: CURRICULUM AND INSTRUCTION – SECONDARY

The purpose, design, and implementation of the curriculum represents the school's mission. A Catholic atmosphere, which is shared as well as understood by teachers, students, and parents/guardians, permeates all areas of the curriculum. Instructional decisions support the school's academic goals, objectives, and priorities. Evaluation of the curriculum is continuous and responsive to student needs.

1. The instructional program in theology reflects the USCCB Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age.
2. Written objectives are clearly and sequentially stated and their attainment is carefully monitored and assessed for each subject and for each grade to assure that the school's goals are being accomplished.
3. Curriculum *(objectives to be taught)*, instruction *(what is actually taught)* and assessment *(what is tested)* are explicitly aligned.
4. Teachers systematically plan for instruction, and instructional planning and teaching strategies are adapted to student learning needs.
5. Teaching resource materials are available and used in classroom instruction.
6. Monitoring of student involvement is ongoing.
7. Students are actively engaged in the learning process.
8. A general attitude and expectation for academic success exists.
9. Teachers use varied instructional approaches and innovative teaching techniques.
10. There is evidence that current technology is embodied throughout the instructional program.

PK/K-12 DOMAIN V: STUDENT ASSESSMENT – SECONDARY

The instructional goals for student learning are well defined and the assessment outcomes are used for goal revision and evaluation of the quality of the program.

1. The instructional leader and faculty define the objectives for learning and the expectations of student performance.
2. The instructional leader and faculty review and analyze student achievement information and test results to plan program modification.
3. The instructional leader and faculty monitor and evaluate the quality of student learning, both formally and informally.
4. What is tested is aligned with what is taught.

PK/K-12 DOMAIN VI: STUDENT SERVICES – ELEMENTARY

Student services enhance the curriculum and are an integral part of the learning process.

1. A realistic and functional guidance program is provided throughout all grade levels.
2. The library provides resource and media support to the school's instructional program and is available for student use.
3. Student health services are provided to ensure that the school is in compliance with all statutory requirements.
4. The school sponsors extracurricular activities, including athletics and student organizations, to meet the special interests of the students.
5. The school provides additional services for students as needed.

PK/K-12 DOMAIN VI: STUDENT SERVICES AND ACTIVITIES – SECONDARY

Student services and instructional resources enhance the curriculum and are an integral part of the learning process.

1. Counseling services are available to students.
2. The library meets the requirements of the instructional program.
3. Student health services are provided to ensure that the school is in compliance with all statutory requirements.
4. The school encourages extracurricular activities to meet special interests of the students.
5. The school has added additional services to the ordinary school day in order to meet the needs of the clientele it serves.

PK/K-12 DOMAIN VII: PLANT AND FACILITIES - ELEMENTARY

The physical plant and facilities of the school are adequate, safe, well-designed for instruction and conducive to learning. The indicators take into account the various groups served, i.e., early childhood, elementary, middle school, before/after school program.

1. The physical facilities and outdoor area(s) are designed for their functions.
2. The school facility projects a positive image and environment for teaching and learning.
3. The school plant and facilities are properly maintained.
4. The school provides a safe and healthy environment.

PK/K-12 DOMAIN VII: PLANT AND FACILITIES – SECONDARY

The physical plant and facilities of the school are adequate, safe, well-designed for instruction and conducive to learning.

1. The school design supports its function.
2. The school facility projects a positive image and environment for teaching and learning.
3. The school plant and facilities are properly maintained.
4. The school provides a safe and healthy environment.

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PURPOSES OF ACCREDITATION

The very meaning of the word "accreditation" conveys the importance of the process to Texas Catholic schools — "addition of honor, merit, or credit." The most compelling reason for having a school accredited is to add distinction to its existing quality and esteem. For many reasons, (i.e., fiscal, legal, and ethical), it is desirable to go through a process of evaluation so that a school may take pride in its existing quality and may use objective criteria to set goals to attain even higher levels of performance.

Many educators see accreditation from a narrow perspective based on compliance measures. Certainly, "essentials of compliance" are necessary in the reality of the modern era. For example, students must be able to transfer easily from school to school because of today's highly mobile society; further, student admission to institutions of higher education requires standardized accreditation credentials. The list of requirements increases every year, but accreditation is much more than compliance. It is very much a concern for QUALITY as well.

The procedures for accreditation presented here investigate every facet of the school. Delineated by the Domains and Areas of Focus, criteria are carefully described with indicators and instruments drawn from research in several areas: the effective schools, the excellence movement, effective teaching practices, and best-practice in Catholic schools. The terminology of examination has been carefully designed to capture the essence of effectiveness and excellence. It is important to remember that many indicators used are correlational; therefore, care must be taken to avoid redundant recording and reporting, as well as to assure complete coverage of program and practice description.

Accreditation is painstaking but healthy; challenging and rewarding. It has both subjective and objective elements used to measure effectiveness and quality. In addition to achieving the desired end results of accreditation status and goals for growth, the value of the process itself is immeasurable to all participants. The staff, students, parents/guardians, community and accreditation team members all share in the success that is the intended outcome—excellent educational development of the Catholic leaders of tomorrow.

In 2013, the TCCED entered into a partnership with AdvancED that provides the opportunity for schools to have dual accreditation from both agencies with one team and one visit.

BASIC ACCREDITATION INFORMATION

WHAT IS IT AND WHY IS IT DONE?

Accreditation is a complex process designed to be a positive validation of a school's programs. Accreditation has five major objectives: to assess strengths and weaknesses of the school's total instructional process; to examine the effectiveness of various program components in meeting student needs; to offer suggestions for development and strengthening of school processes, systems, and services; to ascertain the level of accreditation that the school meets; and to provide assurance and accountability to the Texas Catholic Conference Education Department (TCCED) of the school's measure of quality and effectiveness under the Domains and Areas of Focus.

WHO IS INVOLVED?

The TCCED operates under the aegis of the bishops of Texas and is the entity recognized by the Texas Education Agency as the organizer and implementer of accreditation activities for Texas Catholic schools.

The Texas Catholic Conference Accreditation Commission (TCCAC) was approved by the bishops to assist and give direction to the TCCED in facilitating accreditation activities and to ensure ongoing monitoring of the process. The TCCAC determines the final accreditation status of a school.

The superintendents and (Arch) Diocesan School Office staff are vital to the accreditation process since their responsibilities extend to oversight of local school preparatory activities and follow up on continuing school improvement initiatives.

The role of the principal is integral to the accreditation process. As instructional leader, the principal assumes responsibility for overseeing the completion of the self-study and for gathering supporting data which are essential in providing evidence of the Domains and Areas of Focus indicators in action.

Prior to the scheduled accreditation visit, the principal receives a letter from TCCED which is the formal notification of the date of the visit and of the chairperson chosen to lead the visiting team. In addition to this letter, the principal receives an *Accreditation Visit Appraisal* form which is returned to TCCED after the visit. This form gives the principal an opportunity to provide input pertaining to the effectiveness of the chairperson and visiting team.

The accreditation visiting teams consist of professional educators who are trained and directed in the accreditation process under the auspices of the TCCED. These professionals provide the cohesive ingredients which culminate in the Visiting Team Consensus Report.

WHAT ARE THE LOGISTICS OF THE PROCESS?

The accreditation cycles are set in periods of seven years and consist of the following stages:

Annual Report for Continued School Accreditation; to be submitted annually (by October 1) by each school that has received an Accredited Provisional, Accredited, Accredited Advised or Accredited Warned status. This report is sent to the (Arch) Diocesan Superintendent for review and signature. The superintendent then sends the report to the TCCED office by October 15.

Annual Accreditation Fee; to be submitted to TCCED annually (by October 1) by each school that has received an accreditation status. The fee schedule is based on a formula that is recorded on the Accreditation Fee Statement issued to each school by TCCED.

Self-Study; to be compiled during the year prior to the accreditation visit.

Accreditation Visit; takes place every seven years, unless determined otherwise by the TCCED and/ or TCCAC.

On-site school visits by a selected team generally begin with an orientation and an informal opening session to initiate the important event. The visit is usually conducted for three additional days. The number of days of a visit and the size of the visiting team may vary according to the school's enrollment.

BASIC ACCREDITATION INFORMATION

Response to Recommendations that Require Immediate Attention/ 90 Day;

Date of response to be determined by TCCAC.

Response to Recommendations that Require Attention within One Year; A written report may be required of some schools by the Accreditation Commission. This report is to be sent to the (Arch) Diocesan superintendent for their review and signature. The superintendent then forwards the report to TCCED.

Interim Report of Progress; A written report is required of all schools three years after the last accreditation visit. This report is to be submitted to TCCED by February 28 of the assigned Interim Report year. The superintendent then forwards the report to TCCED.

Revisit/Interim Visit; A school that is assigned an Accredited Warned status may receive a revisit within one year after receiving the status. This visit is conducted in order to verify that corrective actions have been completed.

An interim visit to conduct an on-site review may be required of schools whose data indicates deficiencies which have not been remedied, or of schools where the superintendent and/or the bishop has recommended such a visit. The decision to schedule such an interim visit is made by the TCCAC and/or the TCCED Director.

After a report or visit, the school and (Arch) Diocesan School Office work collaboratively to modify the strategic plan.

SINGLE OR DUAL ACCREDITATION

Schools may hold single or dual accreditation. A school which is recognized by its Bishop as a Catholic school will participate in the TCCED accreditation process. Dual accreditation may be attained when a collaborative accreditation agreement exists between the TCCED and another accrediting agency that guarantees the integrity of the TCCAC's authority to determine proper school accreditation. In this case, a single visit of a combined team will suffice.

This is not to say that a particular school cannot seek additional accreditation by an association with whom the TCCED has no mutual agreement. To obtain such, separate visits may need to be made by each agency.

TEXAS CATHOLIC CONFERENCE EDUCATION DEPARTMENT

OVERVIEW OF ACCREDITATION ACTIVITIES

I. ROLES

A. Texas Catholic Conference Education Department (TCCED)

1. Coordinates and disseminates all documents necessary for implementation of the accreditation process;
2. Places schools in appropriate accreditation cycle;
3. Reviews *Annual Report for Continued School Accreditation, Response to Recommendations that Require Immediate Attention/ 90 Day, Response to Recommendations that Require Attention within One Year*, and *Interim Report of Progress,* and reports findings to TCCAC;
4. Notifies in writing principals, pastors and/or governing bodies of accreditation process and visitation procedure *(copy sent to superintendent)*;
5. Selects Visiting Chairpersons in collaboration with the superintendent.
6. Reviews Visiting Team Consensus Reports for inconsistencies or incomplete data and contacts chairpersons or schools prior to Texas Catholic Conference Accreditation Commission (TCCAC) meeting;
7. Sends formal notification of status to superintendent, principal and AdvancED;
8. Coordinates Provisional, Accredited Warned, and Interim Visit activities in collaboration with the superintendent;
9. Acts as support and resource to (Arch) Diocesan School Offices as deemed necessary and appropriate by the superintendent;
10. Provides training for visiting team chairpersons and team members and maintains a list of qualified chairpersons;
11. Files data and submits report to TEPSAC.

B. Superintendent

1. Assists schools in all pre-accreditation activities and verifies readiness for accreditation visit;
2. Proposes visitation schedules convenient to the schools;
3. Provides chairperson with forms regarding members of team and (arch) diocesan accreditation information;
4. Submits to TCCED the Data Retrieval Form by July 1
5. In-services principals of schools to be visited;
6. Verifies completion of school's corrective actions in addressing areas cited by TCCAC.

C. Texas Catholic Conference Accreditation Commission (TCCAC)

1. Reviews reports and supporting documentation submitted by TCCED and prepares Accreditation Status Reports for review at the plenary session;
2. Assigns status to schools reviewed;
3. Receives documentation regarding schools found to be in non-compliance with TCCED policies, determines action to be taken and sends communication to the principal and superintendent;
4. Issues certificates of accreditation to schools that receive "Accredited" status;
5. Serves as team member for schools receiving a Provisional or special follow-up visit;
6. Formulates and approves policies and standards.

**The roles and responsibilities of the principal, accreditation chair and team members are extensive; therefore, each is described in detail in the appropriate sections of this manual.*

II. ON-SITE VISIT

A. The usual length of a standard accreditation visit is three full days plus a portion of the previous day which is used for team orientation and an opening social. If the visit requires additional days, the chairperson may discuss the situation with the superintendent prior to the visit in order to determine whether or not it would be beneficial to extend the length of the visit. Consideration needs to be given to the cost incurred by the school being visited and the schools providing visiting team members.

In the case of a small school, the superintendent may request a modification in the length of a standard visit by contacting the Director of Education.

If the school size warrants, the superintendent may request an increase or decrease the number of team members by contacting the Director of Education.

B. At the conclusion of each visit, the visiting team chairperson will conduct two exit meetings to orally report its preliminary findings to administrators, staff, and representatives from the local governing body, and others as appropriate. Opinions regarding accreditation are not discussed.

The two meetings will be conducted with the following individuals:

- Meeting 1- The chairperson will review the complete findings as recorded in the VTCR with pastor, principal and superintendent (others may be present upon the request of the superintendent and/or principal).
- Meeting 2- The chairperson will provide a brief summary of the visit to faculty and staff (All team members are required to be present for the exit meeting)

C. Immediately after the on-site visitation, the chairperson mails the original and two copies of the Visiting Team Consensus Report to TCCED. The Chairperson must send an electronic copy to TCCED before leaving the accreditation visit. TCCED immediately sends copies of the report to the principal and superintendent.

D. If upon receipt of the Visiting Team Consensus Report the principal feels that any areas cited by the visiting team were based on incomplete investigation or misinterpretation of data, the Redress Process: Disagreement with Team Report may be initiated. Redress should be filed no later than ten business days after receipt of the team report.

TEXAS CATHOLIC CONFERENCE EDUCATION DEPARTMENT

CRITERIA FOR TCCED RECOGNITION

I. RECOGNITION OF NEW SCHOOLS

A. Notification of NEW Schools

The Superintendent of Schools will submit to TCCED a *Notification of NEW School* when:

1) the (arch)diocese gives approval for the opening of a new school and the projected opening date has been set;
2) a principal is hired to begin a new school; or
3) the (arch)diocese gives initial recognition to a school that has students already in attendance.

B. Criteria for Recognition/Accredited Provisional status:

To be granted Accredited Provisional status, the institution will be reviewed in light of the following:

- written approval from the local Bishop to be recognized as a Catholic school;
- a written statement of mission/philosophy/vision;
- a written site-based long-range/strategic plan;
- an established sequential curriculum, for the population served, with clearly defined program goals, course objectives and assessment instruments;
- an on-site student population consisting of any configuration from three years through secondary level;
- a set of criteria to verify promotion/graduation/completion of program;
- a governing body;
- a funding base/financial resources sufficient to provide the spiritual, human, physical and educational learning resources to accomplish the school's mission and to meet TCCED policies, standards, and requirements as specified in the *Guide To Quality And Effectiveness*;
- a working relationship with the local Catholic school Superintendent and/or (Arch)Diocesan School Office.

II. CHANGES IN SCHOOLS (5/97)

A. The Superintendent of Schools will submit to TCCED a *Notification of Change* when a school within that (arch) diocese undergoes a change to its purpose, governance, or grade level configuration or when a school closes or merges with another TCCED recognized school. Upon receipt of the notification, the Director of Education will determine the course of action to be taken by the school (i.e., apply for Provisional Accreditation, continue with status already assigned, continue with plans for a scheduled standard visit, submit further documentation, or receive a visit to verify changes and the effect they have on the school). The Director of Education will notify the Superintendent of the decision.

B. The following changes would warrant re-application for accreditation:

1. A school that undergoes a change that affects grade-level structure/configuration (i.e., Early Childhood/Elementary, Elementary, Middle School, High School);
2. A school whose purpose changes;
3. A school that is established by merging two TCCED recognized schools;
4. A school that emerges from an accredited school that closed.

DEFINITIONS OF ACCREDITATION STATUS

ACCREDITED PROVISIONAL STATUS:

A school is classified **Accredited (Provisional)** when:

1. it demonstrates satisfactory progress toward meeting the criteria for accreditation;
2. it demonstrates that it has the resources to successfully meet TCCED standards, policies, and requirements;
3. it shows evidence of commitment to continued growth and a quest for excellence;
4. it is in its beginning stages and within a period of three years will enter the full accreditation process.

ACCREDITED STATUS:

A school is classified **Accredited** when:

1. it meets TCCED standards, policies, and requirements; or
2. the school fails to meet one or more TCCED standards, policies, or requirements that does not negatively impact the operation and climate of the educational process;
3. it maintains effective educational practices and programs.

ACCREDITED ADVISED STATUS:

A school is classified **Accredited Advised** when:

1. there are deficiencies in the school's programs or operations that negatively impact the operation and climate of the educational process; or
2. the school fails to meet one or more TCCED standards, policies, or requirements that negatively impacts the operation and climate of the educational process.

ACCREDITED WARNED STATUS

A school is classified **Accredited Warned** when:

1. the school's programs or operations do not meet TCCED standards, policies, and requirements;
2. there is an absence of sufficient educational programs/practices necessary to be an effective school, and/or
3. the school has not corrected deficiencies for which it was placed on Accredited Advised status.

DROPPED

A school's accreditation may be dropped when:

1. it demonstrates a consistent lack of compliance to TCCED standards, policies, or requirements; and/or
2. it fails to correct serious deficiencies for which it was placed on Accredited Warned status; or
3. the Bishop withdraws his recognition of the school as Catholic.

ACCREDITED PROVISIONAL

I. Policy

Accredited Provisional status is granted to schools that have filed a formal application with the Texas Catholic Conference Education Department (TCCED) and have met all the criteria and requirements outlined below. Accredited Provisional status is limited to a maximum of three years from the date that the status was granted. Once accreditation status is obtained, it is retroactive to the date the local bishop recognized the school as a Catholic school. (5/07)

II. Criteria for Recognition

To be granted Accredited Provisional status, the institution will be reviewed in light of the following:

- written approval from the local Bishop to be recognized as a Catholic school;
- a written statement of mission/philosophy/vision;
- a written site-based long-range/strategic plan;
- an established sequential curriculum for the population served with clearly defined program goals, course objectives and assessment instruments;
- an on-site student population consisting of any configuration from PK3-K through secondary level;
- a set of criteria to verify promotion/graduation/completion of program;
- a governing body;
- a funding base/financial resources sufficient to provide the spiritual, human, physical and educational learning resources to accomplish the school's mission and to meet TCCED policies, standards, and requirements as specified in the *Guide To Quality And Effectiveness*;
- a working relationship with the local Catholic school superintendent and/or (Arch)Diocesan School Office.

III. Application Process

A. The superintendent determines the readiness of a school to begin the Accredited Provisional accreditation process and formally notifies TCCED. "Readiness" implies that all criteria are being met to the extent possible for the ages/grades present at the time of the visit. The long-range/strategic plan and funding base.

B. TCCED sends an Application for Accredited Provisional status to the principal of applicant school for completion. Completed application is submitted to TCCED with the following supporting documentation attached:

1. Mission statement/philosophy
2. Long-Range/Strategic Plan
3. A copy of (arch) diocesan recognition of the Catholic school
4. A copy of local governing body minutes indicating approval to seek and support accreditation. If minutes are not available, a formal approval statement, signed by the governing body president, may be substituted.
5. Faculty/Staff roster
6. School budget and financial report
7. Pictures and description of facilities.

ACCREDITED PROVISIONAL

IV. Verification Visit Process

A. Upon receipt of completed application and required supporting documentation, applicant school is visited by a two member team selected by the Director of Education in collaboration with the superintendent.

The two member team will consist of a TCCED qualified accreditation chairperson and a TCC Accreditation Commissioner, both of whom must be from outside the (arch) diocese wherein the school to be visited is located. Every effort will be made to secure the services of persons in close proximity to that (arch) diocese.

B. The visit date will be chosen by TCCED in collaboration with the visiting team and the school principal. TCCED will inform the superintendent of the visit date. The principal is responsible for all arrangements for the visit and costs incurred.

C. The visit will be conducted during a one-day period, if feasible, including, but not limited to, the following activities:

1. Pre-observation conference with principal of school and other persons affiliated with the school as deemed appropriate and feasible, e.g., (Arch)Diocesan School Office staff, pastor(s) and governing body members.
2. Review of pertinent documents such as professional staff records, school's operational budget, governing body minutes, student assessment records, schedules, curriculum guides, student and faculty handbooks and school policies.
3. A tour of school facilities, including special instructional areas and grounds.
4. Random observation of classroom activities and brief, informal interviews with teachers outside instructional time.

The two person team will record their observation notes and recommendations on the TCCED form provided and submit it to TCCED immediately following the visit. The commissioner will retain all team notes and documentation provided by TCCED and the school until the decision has been made regarding the granting of status.

D. TCCED will send a copy of the Verification Summary Report to the principal of the school and the superintendent.

E. TCCAC will review and confirm the recommendations of the visiting team at the next TCCAC meeting following the visit.

The decision to grant Accredited (Provisional) status will be based on a judgment that the school has the ability to successfully meet the requirements of the TCCED.

During the next academic year after receiving an Accredited Provisional status, a school must begin to submit the Annual Report for Continued School Accreditation and must pay the accreditation fee required by TCCAC policy.

V. Standard Accreditation

Once the school receives Accredited (Provisional) status TCCED will place the school into the standard visitation cycle with a visit scheduled three years from the semester in which the status was granted. Accredited Provisional status requires the school to submit additional information to the Annual Report for Continued Accreditation; a full personnel list, strategic plan update in detail and current budget.

The school can expect to be visited 1 ½ years after the provisional accreditation visit by a TCCAC commissioner and TCCED chairperson.

If the superintendent, in collaboration with the principal, determines that the school is ready to begin the Self-Study phase and consequently to request the on-site visit earlier than three years, the superintendent must confer with the TCCED Director to discuss possibilities for scheduling. TCCED will make every effort to honor requests while, at the same time, working to balance the number of schools throughout the state that are being reviewed by TCCAC during each portion of the seven-year visit cycle.

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ACCREDITATION FOR CATHOLIC SCHOOLS

AUTHORIZATION, RULES AND PROCEDURES

Applicable to Catholic schools in Texas: Archdioceses of Galveston-Houston, San Antonio, Dioceses of Amarillo, Austin, Beaumont, Brownsville, Corpus Christi, Dallas, El Paso, Fort Worth, Laredo, Lubbock, San Angelo, Tyler, Victoria, and subsequently added (arch)dioceses.

I. ACCREDITATION AUTHORIZATION:

ACCREDITED NON-PUBLIC SCHOOLS IN TEXAS

Accrediting associations recognized by the Commissioner of Education to accredit non-public schools in Texas have formed the Texas Private School Accreditation Commission (TEPSAC). Member associations of TEPSAC serve in an advisory capacity to the commissioner of education concerning the accreditation of non-public schools and recommending accrediting associations in Texas.

The accreditation of non-public schools in Texas is a function of TEPSAC and is recognized by the commissioner of education as having standards comparable to 19 TAC Chapter 97. Student credits earned in non-public schools accredited by TEPSAC are transferable to Texas public schools. Teacher service in accredited non-public schools has been recognized for salary increment purposes in Texas public schools. The accreditation of non-public schools under this arrangement became effective on February 12, 1986. Accreditation of non-public schools directly by the Texas Education Agency ceased after May 31, 1989.

II. ACCREDITATION REQUIRED

A. In accordance with the decision of the Roman Catholic Bishops of the State of Texas, a school which is recognized by its Bishop as a Catholic school will participate in the TCCED accreditation process.

B. Accreditation by an additional association is a local school option but does not substitute for accreditation by TCCED.

III. GOVERNANCE

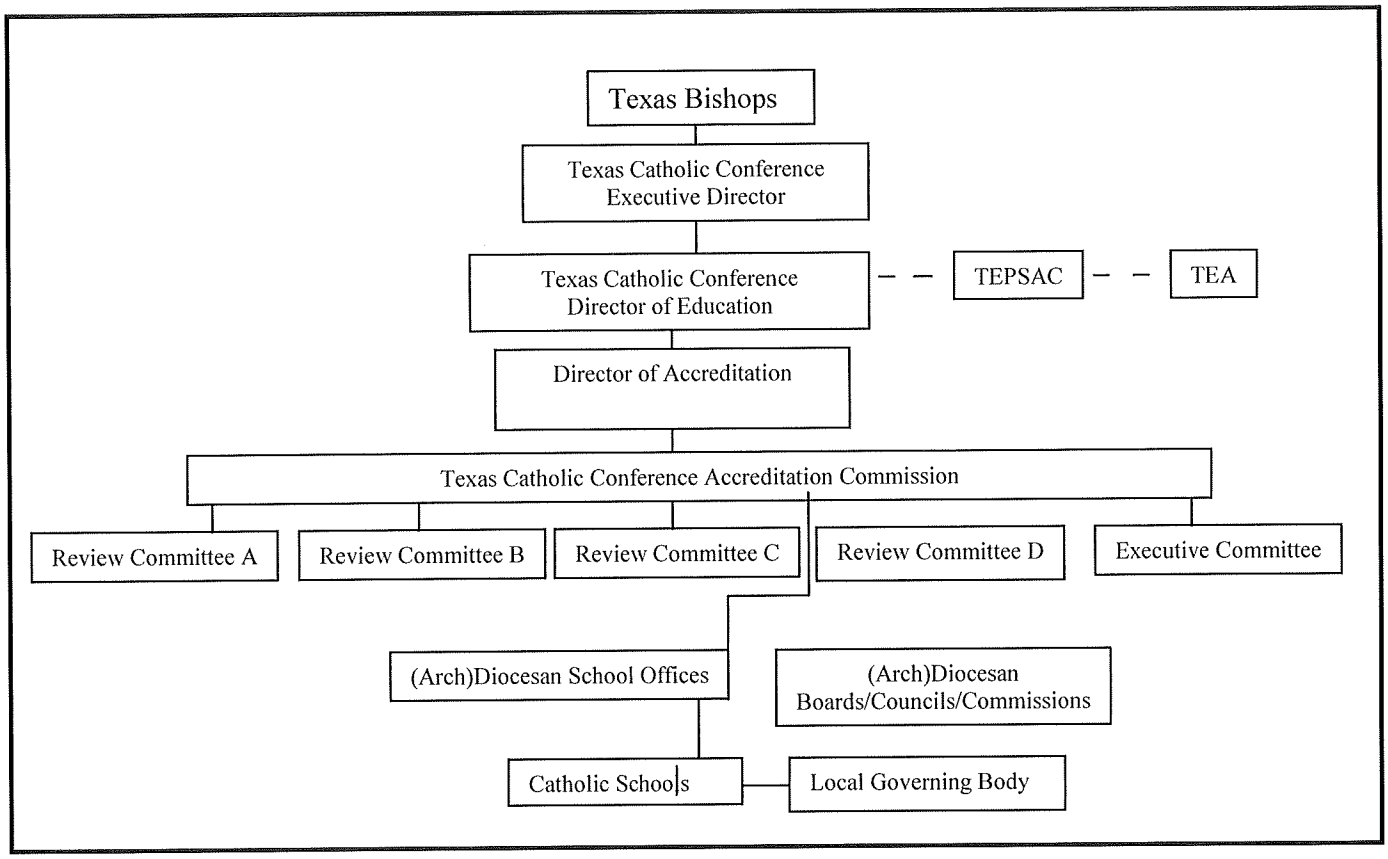
The Texas Catholic Conference Accreditation Commission (TCCAC) was established to assist and give direction to the TCCED. Membership consists of six superintendents of the present fifteen (arch)dioceses, six commissioners-at-large and two bishop members who serve as Episcopal liaisons. Standing committees of this Accreditation Commission have been formed to ensure smooth operation and ongoing planning of the accreditation process.

The superintendent of each (arch)diocese assumes the responsibility of keeping (Arch)Diocesan School Boards/Councils and other appropriate entities apprised of the TCCED accreditation activities and implementing the accreditation process at the local school level as determined by the TCCED.

The accreditation status of each Catholic school is reported to the Texas Private School Accreditation Commission (TEPSAC), the joint association established to review and approve the principles, standards, and processes of various accrediting associations. Non-public schools accredited by a TEPSAC approved association are recognized by the Commissioner of Education as accredited schools. This acknowledgment of accreditation ensures that student credits earned in these accredited non-public schools are recognized by Texas public schools and universities. Teacher service in these schools is recognized for salary increment purposes in Texas public schools. The accreditation of non-public schools under this arrangement became effective on February 12, 1986. Accreditation of non-public schools directly by the Texas Education Agency ceased after May 31, 1989.

AUTHORIZATION, RULES AND PROCEDURES

SCHEMA: ACCREDITATION OF CATHOLIC SCHOOLS IN TEXAS



IV. PURPOSE

The purpose of accreditation is to ensure that every school in each of the (arch)dioceses maintains a level of quality in its operations and makes constant efforts toward improvement. Student credits earned in non-public schools accredited by TEPSAC affiliate associations are transferable to Texas public schools. Teacher service in accredited non-public schools is recognized for salary increment purposes in Texas public schools. The ultimate aim of accreditation is the improvement and enrichment of the Catholic schools of Texas through periodic evaluation and resulting accountability.

V. ACCREDITATION STANDARDS

A. In order to be accredited, Catholic schools will be reviewed in light of the standards of quality and effectiveness as defined by TCCED and universally recognized educational practices.

The standards include consideration of:

1. Catholic identity and programs;
2. mission, philosophy and vision;
3. community support of the school;
4. a safe and healthy environment which is conductive to learning;
5. faculty/staff qualifications and performance;

6. the effectiveness of the administrator as a spiritual, managerial and instructional leader;
7. the purpose, design, and implementation of curriculum;
8. the programs and resources available to meet the needs of special populations;
9. the utilization of assessment instruments to determine modification in student programs;
10. staff development;
11. long range strategic planning;
12. in-service programs for governing body members;
13. compliance with applicable federal and state statutes.

VI. ACCREDITATION MONITORING PROCESS

A. Each Catholic school that has received Accredited Provisional, Accredited, Accredited Advised or Accredited Warned status submits an *Annual Report for Continued School Accreditation* to TCCED and to the superintendent.

B. Each Catholic school is visited at least once every seven years. Special circumstances may warrant additional visits.

C. The TCCED advises the superintendent of schools to be visited and works collaboratively to prepare the necessary data on approved forms.

D. The superintendent compiles a list of the visiting team for each school to be visited. All team members must be professional educators and must have completed the Accreditation Training Program conducted by TCCED or a TCCED approved trainer. **Effective August 1, 2016 a list of visiting team members must be sent to TCCED 10 business days before the school visit.**

E. Each school visitation begins with an opening session during which administrators and others, as appropriate, are given information about procedures to be followed during the visit.

F. During the course of the visit, members of the visiting team review pertinent documents, make observations on campuses and in classrooms, and interview administrators, faculty, staff, pastor, board members, and parents/guardians of students enrolled in the school.

G. At the conclusion of each visit, the visiting team chairperson will conduct two exit meetings to orally report its preliminary findings to administrators, staff, and representatives from the local governing body, and others as appropriate. Opinions regarding accreditation are not discussed.

The two meetings will be conducted with the following individuals:

- Meeting 1- The chairperson will review the complete findings as recorded in the VTCR with pastor, principal and superintendent (others may be present upon the request of the superintendent and/or principal).
- Meeting 2- The chairperson will provide a brief summary of the visit to faculty and staff (All team members are required to be present for the exit meeting)

H. The original, two copies and an electronic copy of the VTCR are sent by the visiting team chairperson to TCCED. TCCED is responsible for sending copies of the official report to the principal and to the superintendent. If the principal believes that the areas cited by the visiting team were based on incomplete investigation or misinterpretation of data, the *Redress Process: Disagreement With Team Report* can be initiated no later than 10 business days after receipt of the *Visiting Team Consensus Report*.

I. The self-study and VTCR are sent to appropriate TCCAC committees for review and recommendations to be forwarded to the Commission at the plenary session. Accreditation status is conferred at this time. If corrective actions are required, deadlines for their completion are specified. The principal receives an *Accreditation Status Report*. If Accredited Advised or Accredited Warned status is assigned, policy guidelines are also included.

J. The principal may initiate the *Redress Process: Disagreement with Status*, with cause, in compliance with the TCCED officially approved process. The redress must be filed within 10 business days of receipt of the formal notification of status.

K. The principal receives an *Accreditation Visit Appraisal* via Survey Monkey® after the visit. This survey gives the principal an opportunity to give input pertaining to the effectiveness of the chairperson and visiting team.

L. The chairperson receives an *Accreditation Visit Appraisal* via Survey Monkey® after the visit. This survey gives the chairperson an opportunity to give input pertaining to the effectiveness of the school visit and visiting team.

VII. TYPES OF ACCREDITATION STATUS

The classifications of accreditation status are as follows:

Accredited Provisional Status

A school is classified **Accredited Provisional** when:

1. it demonstrates satisfactory progress toward meeting the criteria for accreditation;
2. it demonstrates that it has the resources to successfully meet TCCED standards, policies, and requirements;
3. it shows evidence of commitment to continued growth and a quest for excellence;
4. it is in its beginning stages and within a period of three years will enter the full accreditation process.

Accredited Status

A school is classified **Accredited** when:

1. it meets TCCED standards, policies, and requirements; or
2. the school fails to meet one or more TCCED standards, policies, or requirements that does not negatively impact the operation and climate of the educational process;
3. it maintains effective educational practices and programs.

Accredited Advised Status

A school is classified **Accredited Advised** when:

1. there are deficiencies in the school's programs or operations that negatively impact the operation and climate of the educational process; or
2. the school fails to meet one or more TCCED standards, policies, or requirements that negatively impacts the operation and climate of the educational process.

Accredited Warned Status

A school is classified **Accredited Warned** when:

1. the school's programs or operations do not meet TCCED standards, policies, and requirements;
2. there is an absence of sufficient educational programs/practices necessary to be an effective school, and/or
3. the school has not corrected deficiencies for which it was placed on Accredited Advised status.

Dropped

A school's accreditation may be dropped when:

1. it demonstrates a consistent lack of compliance to TCCED standards, policies, or requirements; and/or
2. it fails to correct serious deficiencies for which it was placed on Accredited Warned status; or
3. the Bishop withdraws his recognition of the school as Catholic.

VIII. FOLLOW-UP VISITS AND SPECIAL REVIEWS

A. The TCCED shall authorize a follow-up visit or a special review according to the following criteria:

1. The *Interim Report of Progress* is required of each school three years after its last accreditation visit. An interim visit may be required of schools whose Annual Reports are incomplete or whose data indicated deficiencies which have not been remedied, or of schools where the superintendent has recommended such a visit. The decision to schedule such an interim visit is made by the TCCAC and/or the Director of Education.

2. A school on Accredited Advised status may receive a follow-up visit by a qualified chairperson and/or team appointed by the Director of Education in collaboration with the superintendent, upon review of the corrective actions or if the corrective actions report has not been received by the deadline. Failure to meet this deadline may result in an Accredited Warned status.

3. A school which received an Accredited Warned status has 90 days from the date of notification to submit evidence of a completed corrective action plan. Failure to submit the corrective actions report by the deadline given may result in loss of accreditation. (5/97, 7/15)

   Upon receipt of the *Verification of Corrective Actions* report, a school on an Accredited Warned status may receive a follow-up visit by a qualified chairperson or team, appointed by TCCED in collaboration with the superintendent.

   The Commission and /or Director of Education may require further visits until it is satisfied that all accreditation standards are in compliance.

IX. TCCED ASSISTANCE

The TCCED shall provide assistance and support, as appropriate, to schools which have been found to have difficulty meeting accreditation standards.

X. ANNUAL REPORT TO BISHOPS

The TCCED annually submits a status report on the Catholic schools of the state to the Bishops of the 15 (arch) dioceses of Texas.

TEXAS CATHOLIC CONFERENCE ACCREDITATION COMMISSION

BYLAWS

ARTICLE I

Name and Purpose

Section 1. The Texas Catholic Conference Accreditation Commission (TCCAC) was established under the auspices of the Ordinaries of the Catholic Dioceses of Texas, by whom it is empowered to assist the Texas Catholic Conference Education Department (TCCED) office in the implementation of the accreditation process and to act as an accrediting body for all the schools within their areas of responsibility.

Section 2. The purpose of the Commission is to ensure compliance with accreditation standards set up by the (TCCED) and to determine the accreditation status of a school after an accreditation visit.

ARTICLE II

Membership

Section 1. The Commission shall be comprised of the following: six (6) commissioners-at-large, six (6) superintendents and two (2) Diocesan Bishops to serve as Episcopal Liaisons. The TCCED Director of Education is an **ex-officio** member of the Commission. The Executive Director of TCC is privy to all information of the Commission, and may attend meetings at will.

Section 2. The term of office of the commissioners-at-large shall be for three (3) years, with the commissioner eligible for re-election to one (1) additional three (3) year term. Commissioners-at-Large shall be elected by the Commission, from a slate of nominees, at the May meeting of the year in which a term expires. In the event there are no eligible candidates, a commissioner-at-large who has previously served may be elected for one (1) three (3) year term, provided a minimum period of two (2) years has elapsed since the commissioner-at-large last served. Terms of membership begin with the conclusion of the business meeting in which s/he is elected.

Should a commissioner-at-large resign before the expiration of his/her term, nominations will be sought through requests sent to each sitting Commissioner, Superintendent and the Episcopal Liaison. The person elected to replace the outgoing commissioner-at-large shall be elected to serve a new three (3) year term. The replacement member begins immediately after the election, however, the three (3) year term ends with the conclusion of his/her third May Commission business meeting.

Section 3. At their March meeting, the Texas Catholic School Superintendents will elect their representatives to serve on the Commission. The term of office of the superintendent commissioners shall be for three (3) years, with the superintendent eligible for re-election to one (1) additional three (3) year term. In the event there are no eligible superintendents, a superintendent who has previously served may be elected for one (1) three (3) year term, provided a minimum period of two (2) years has elapsed since the superintendent last served. Terms of membership begin with the conclusion of the May Commission business meeting of the year in which s/he is elected.

Should a superintendent be unable to complete his/her term, the replacement superintendent may be elected at the next regularly scheduled meeting of the superintendents. The replacement superintendent begins immediately after the election, however, the three (3) year term ends with the conclusion of the May Commission business meeting of his/her third full year of service.

Section 4. The membership of the Commission shall reflect the geographical diversity of the clientele served.

Section 5. All commissioners must reside in the state of Texas and a commissioners-at-large may not be an employee of an (arch)diocese or Catholic school in Texas.

Section 6. At the end of his/her term of office, a past president will continue to serve on the Commission for one (1) additional year. The past president will serve on the TCCAC Executive Committee during this year.

ARTICLE III

Powers and Duties

Section 1. The **Commissioners** will:

1. Select officers through elections;
2. Decide on the manner of filling vacancies due to unexpired terms of the commissioners-at-large;
3. Accept an assignment on a review committee;
4. Analyze reports sent by standing committee chairpersons prior to the plenary meeting, in order to be prepared for group analysis and discussion;
5. Adopt policies for organization and procedures of the Commission;
6. Decide the accreditation status of each school after an accreditation visit;
7. Make all final decisions concerning accreditation documents, standards and procedures.

Section 2. The **Bishop Representatives** will:

1. Participate in all the powers and duties outlined above;

B. Give advice and guidance to the Commission regarding canonical issues and any proposed action affecting accreditation status of schools;

C. Choose to participate in discussions of any of the review committees at will;

D. Share major decisions and actions of the Commission with the other Bishops of Texas.

Section 3. The **Director of Education** will:

1. Assign all new members to a review committee;
2. Serve as an **ex-officio** member on all committees;
3. Be accountable and report to the Executive Director of the TCC;
4. Act as the official disseminator of all TCCAC approved materials and documents to superintendents and commissioners;
5. Notify the schools of the status of accreditation determined by the Commission;
6. Compile the Commission meeting agenda and coordinate the plenary session in collaboration with the President;
7. Have discretionary power to act on matters that require immediate attention between Commission meetings; such actions will be reported to the Commission at the plenary session;
8. Review school visitation reports, note inconsistencies, incomplete data, and statements which may need clarification;
9. Contact team chairperson and/or principal of school visited to obtain additional information needed for Commissioner review;
10. Be a member of the Executive Committee.

ARTICLE IV

Committees

Section 1. In order to conduct the general business of the Accreditation Commission and to carry out the responsibilities of the ongoing work of the Commission, there shall be four (4) review committees and the Executive Committee. These committees shall report directly to the TCCAC.

Section 2. The **Executive Committee** shall consist of the President, Vice-President, Past President, and Secretary of the TCCAC and the TCCED Director of Education. The duties of the Executive Committee are:

1. To act in collaboration with the TCCED on matters relating to accreditation, including those requiring decisions between regular meetings of the TCCAC;
2. To receive and review items from the Commission members and committee chairpersons;
3. To refer matters to appropriate committees as it deems necessary;
4. To review the bylaws and regulations of the TCCAC in order to keep them current.
5. To appoint the Nominating Committee in collaboration with TCCED and to initiate the process for the election of a replacement in the event of the resignation of any Commissioner;

6. The President of the Commission and/or the Director of Education may call special meetings of the Executive Committee as needed;

Section 3. A **Nominating Committee** shall be appointed by the Executive Committee when vacancies of commissioners-at-large and/or of officers occur, and at the regular time of election of commissioners-at-large and officers. The Nominating Committee shall consist of the President of the Commission, one (1) Commissioner-at-Large, one (1) Superintendent-Commissioner and the TCCED Director of Education. The Nominating Committee shall present a slate of nominees to the Commission at the meeting where elections are to take place. Nominations for commissioners-at-large will be solicited from bishops, commissioners or superintendents using a standardized nomination form. Nominees must have the approval of the Ordinary in whose (arch)diocese they reside.

ARTICLE V

Officers

Section 1. The officers of the TCCAC shall be a President, a Vice-President and a Secretary elected from among its members by vote of the commissioners.

Section 2. The term of office for TCCAC officers shall be for two (2) years. Each position can be re-elected to one (1) additional two (2) year term. Officers shall be elected at the May meeting of the year in which a term expires. Terms of office begin with the conclusion of the business meeting in which s/he is elected.

Section 3. Elections of officers will be held from a slate proposed by a nominating committee assigned by the Executive Committee. The Nominating Committee, assigned by the Executive Committee will be appointed in December, prior to the May election.

Section 4. Review Committee Chairpersons may be elected by the members of the respective committees.

Section 5. Any vacancy before a term expires shall be filled by the Commission at its next meeting. The commissioner thus elected will assume his/her office immediately following the election. If the unexpired term to be completed is longer than one (1) academic year, the officer may be reelected to that office only once. Otherwise, s/he may serve for two (2) additional full terms.

Section 6. The **President** will:

1. Chair all plenary sessions.
2. Prepare the agenda in collaboration with the Director of Education.
3. Check off the status of each school with the Recording Secretary and the Director of Education.
4. Facilitate the movement of the Commission throughout the school review process.
5. Review and sign the official Accreditation Status Report of each school following review by the Commission.
6. Serve on the Executive Committee.

Section 7. The **Vice-President** will:

1. Chair the meeting in the absence of the President.

2. Serve on the Executive Committee.

Section 8. The **Secretary** will:

1. Officially record each school's status as determined during the plenary sessions.
2. Report the results of the voting during the plenary session.
3. Review and sign the official Accreditation Status Report of each school following review by the Commission.
4. Serve on the Executive Committee.

ARTICLE VI

Meetings

Section 1. Meetings will be held on the first Tuesday and Wednesday in December and May. All sessions are executive and are closed to nonmembers unless invited by the TCCAC President. Revised Robert's Rules of Order will be followed.

Section 2. All decisions regarding accreditation status of schools require a two-thirds majority vote of those commissioners able to vote, provided this number constitutes a quorum. The number of votes required at each sitting will be noted by the TCCAC President before voting begins.

Section 3. Quorum is defined as the simple majority of the total membership.

Section 4. When the accreditation status of a school is voted upon, commissioners who have jurisdiction over the school or who reside in the diocese where the school is located shall refrain from voting.

Section 5. Reimbursement can be requested for transportation and allowable expenses incurred in order to attend a Commission meeting. Lodging and meal expenses for the meeting will be paid by TCCAC. Reimbursement request forms are made available with the meeting agenda.

ARTICLE VII

Member Ethics

Section 1. All decisions arrived at will be owned by all members. All discussions pertaining to the granting of accreditation status to a particular school will be held in strictest confidence. Information on the discussion of schools is to be used with the utmost discretion.

Section 2. Commissioners are not authorized to speak for the Commission or furnish details about its deliberations. Only the Director of Education will represent the Commission to representatives of the individual schools.

Section 3. Commissioners should guard against any conflict of interest resulting from their participation in accreditation activities. Commissioners are not to have a financial interest in any school, nor to benefit financially from any school under review by the Commission.

ARTICLE VIII

Amendments

Section 1. Proposed amendments or additions to these bylaws must be submitted to the commissioners in writing prior to a scheduled plenary meeting of the Commission.

Section 2. A two-thirds affirmative vote of Commission members is required for approval.

Adopted 12/15/87, **Amended** 12/06/88, 05/01/89, 12/05/89, 05/01/90, 05/07/91, 12/03/91, 05/05/92, 12/02/92, 05/04/93b, 12/4/96, 5/7/97, 5/99 (Membership Structure), 12/00, 12/04, 5/03/06, 5/4/15

Insert Here

TEA Commissioner Letter RE: Non Public Schools

REQUIREMENTS, STANDARDS, AND POLICIES

_____Minimum Requirements for Teachers of Religion/Theology

_____Educational Personnel Requirements *(5/01)*

_____Deficiency Removal Plan/Extension /Verification of Removal

_____Bell To Bell and Instructional Time

_____High School Graduation Requirements

_____Clarification of Uniform Admission Policy Letter

_____Counseling/Guidance

_____Curriculum

_____Immunization Policy

_____Library Standards

_____Age Requirements

_____In-service/Length of School Year

_____Professional Growth to Strengthen Competence

_____Graduation And End of Year Dismissal Date

_____Class Size

_____Notification of Non-Compliance

_____Long-Range/Strategic Plan

_____Early Childhood Program Guidelines

_____Before/After School Program

_____DFPS Letter

_____Summer Programs/Superintendent's Approval

EDUCATIONAL PERSONNEL REQUIREMENTS
GENERAL INFORMATION

Personnel must:

- Be committed to the mission, philosophy and vision of the Catholic school
- Be qualified according to TCCED requirements
- Have criminal background check

TCCED recognizes degrees granted by a college or university accredited by any regional accrediting agency or group that is recognized by a nationally recognized accreditation board.

Personnel Who Are Educated In Another Country:

Personnel who are educated in another country and wish to transfer credits or degrees from an educational institution in that country must have superintendent approval prior to hiring.

Evaluation of credentials may be conducted by an institution of higher education, if willing, or by a service that is affiliated with one of the following national organizations: National Association of Credential Evaluation Services (NACES), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), or the National Council on the Evaluation of Foreign Educational Credentials (USNEI).

Personnel Who Hold a Doctoral Degree:

If the degree is in a field other than education, the local superintendent will review the applicant's academic transcripts and experience in order to determine if there is a need to acquire credit hours in education courses.

Charter for the Protection of Children and Young People All schools are to comply with the implementation of the Bishops' *Charter for the Protection of Children and Young People* as specified by the local (arch)diocesan bishop.

Administration

The bishop, being the chief catechist, approves the local formation program. The integrity of local, systematic, formation programs must be respected by other (arch)dioceses as long as minimum guidelines are being met.

The superintendent, and/or a designee, may extend the time limit in writing if the Catholic school teacher of Religion/Theology has made a good faith effort and if extenuating circumstances exist. Extensions may be granted for only one year at a time.

The principal is responsible for documenting the credentials of each teacher of Religion/Theology and for filing the TCCED Deficiency Removal Plan. This includes monitoring the plan and retaining documentation in each teacher's file. The local (arch)diocese may set a minimum number of required hours per year until all requirements are met.

The teacher of Religion/Theology is expected to follow the local (arch)diocesan ongoing certification requirements.

Administrators and other professional staff members are strongly encouraged to participate in the courses offered as part of the Qualification Plan.

Teachers of Religion/Theology **hired prior to August 1999** may follow the TCCED Basic Qualification Plan in effect at the time of hiring to teach Religion/Theology or the new Minimum Requirements Qualification Plan.

DEFICIENCY REMOVAL PLAN POLICY

A TCCED Deficiency Removal Plan must be on file at the school for each teacher who does not meet TCCED personnel requirements at the time of hiring. The deficiency must be signed by the teacher, principal, and superintendent. In the case of a principal who is on a deficiency, it must be signed by the principal, pastor or governing body/religious community president and superintendent.

When assigning the date by which credits will be earned or a deficiency will be cleared, it is preferable to use June 1, rather than August 1, so that a principal is not left in the position of having to hire a replacement in August if the teacher does not complete the necessary work. If an August date is set, the teacher should be able to supply proof of enrollment before being offered a contract and/or acknowledgement of employment.

The maximum time allowed for the removal of a deficiency is:

1-12 credit hours	2 years
13-25 credit hours	3 years
Montessori certificate	2 years
Technology proficiency	1 year
Library requirements	1 year
Religion requirements	3 years

The time of completion is calculated from the date on which the contract/employment agreement begins.

Deficiency Forms can be found in Reports and Forms

MINIMUM REQUIREMENTS FOR TEACHERS OF RELIGION/THEOLOGY

Applicable to *(Full and Part-Time)* Teachers of Religion/Theology

ELEMENTARY TEACHERS OF RELIGION (PRE-K THROUGH GRADE 8)

EFFECTIVE 2014-2015 FOR ALL NEWLY HIRED RELIGION TEACHERS

A. A religion teacher must be a practicing Catholic in good standing.

B. A religion teacher for grades K-8 must have a bachelor's degree (including 12 credit hours in education **or** a valid, appropriate state certificate) with either:

- at least 12 semester credit hours (for which a minimum of 12 ½ clock hours constitutes one semester credit hour) in theology from an accredited Catholic college or university or
- 150 clock hours of undergraduate-level coursework, appropriately distributed among courses in Catholic doctrine, Sacred Scripture, morality/social justice, and sacraments/liturgy.
  Coursework is defined here as clock hours earned in a class setting in which a single topic is explored in depth over a period of time.
  (Arch)diocesan programs consisting of undergraduate-level coursework may be used to fulfill this requirement, with the approval of the diocesan Superintendent of Catholic Schools.
  Online, non-credit courses offered by an accredited Catholic college or university, such as those available through the University of Notre Dame's Satellite Theological Education Program (STEP) or the University of Dayton's Virtual Learning Community for Faith Formation (VLCFF), may be taken to fulfill this requirement, with the approval of the diocesan Superintendent of Catholic Schools.
  Parish-based adult education classes, RCIA classes, retreats, continuing education workshops and other similar programs may not be counted towards the fulfillment of this requirement.

C. A religion teacher for grades 3K or 4K must have an associate degree in early childhood education (or its equivalent), a Montessori Certificate, or a valid, appropriate state certificate with either of the above two bulleted options.

HIGH SCHOOL TEACHERS OF RELIGION (Grades 9-12)

EFFECTIVE 2014-2015 FOR ALL NEWLY HIRED RELIGION TEACHERS

A. A religion teacher must be a practicing Catholic in good standing.

B. A religion teacher for grades 9-12 must have at least a bachelor's degree (including 12 credit hours in education **or** a valid, appropriate state certificate) with a major in theology from an accredited Catholic college or university.

C. A teacher for whom religion is not the primary content area taught must meet the minimum requirements for the primary content area (see "Educational Personnel Requirements," section VIII) and have at least 12 credit hours in theology from an accredited Catholic college or university.

With the approval of the local (arch)bishop or, if delegated by him, the (arch)diocesan superintendent, a religion teacher who was employed during the 2013-14 school year may follow the "Minimum Requirements for Teachers of Religion/Theology" in effect at the time of hiring to teach religion.

EDUCATIONAL PERSONNEL REQUIREMENTS

I PRINCIPAL

1. The principal must be a practicing Catholic with a commitment to ongoing formation in catechetical and spiritual leadership development as defined by and monitored by the local ordinary and superintendent.
2. Master's degree
3. 18 credit hours in educational administration and supervision courses *

   or a valid, appropriate state certificate for a principal

   or the successful completion of an appropriate state certification examination.

If after exhaustive search for a qualified principal, efforts prove unsuccessful; a person may be hired who has a deficiency of no more than six graduate hours to complete the principal requirements. The person must complete a TCCED Deficiency Removal Plan, whereby, they will meet requirements before the beginning of the next school year. The pastor/board president must obtain written approval from the superintendent for the TCCED Deficiency Removal Plan prior to hiring.

II ASSISTANT PRINCIPAL

1. Meet TCCED Educational Personnel Requirements appropriate to educational assignment
2. A commitment to ongoing formation in catechetical and spiritual leadership development
3. Participating in a master's degree program and 18 credit hours in educational administration and supervision courses

   or a valid, appropriate state certificate for a principal

   or the successful completion of an appropriate state certification examination.

III. PRESIDENT/PRINCIPAL MODEL

1. The person who serves as the instructional leader of a school that uses the President/Principal model must possess the same qualifications of a principal.

IV TEACHERS IN 3K-4K (and 5K if part of the Early Childhood Program)

1. Associate degree in Early Childhood Education

   or Bachelor's degree and 12 credit hours in Early Childhood Education courses

   or a valid, appropriate state certificate.
2. Technology Proficiency: (See Implementation Guideline C)

   Proficiency in the areas of word processing, spreadsheets, databases, and internet use for educational purposes and multimedia presentations
3. Teachers of Religion must fulfill the Minimum Requirements for Teachers of Religion/Theology.

* *Preferred administration/supervision coursework includes: curriculum, legal issues in non-public schools, supervision of personnel, and assessment.*

Early Childhood Courses:

Courses must be appropriate to the age of students and content to be taught.

Additional hours may include (but are not limited to): developmental or child psychology, human growth and development, learning theory, curriculum (early childhood, elementary, or secondary), educational use of technology, and classroom management.

Exceptions:

In the case of a **non-degreed Early Childhood teacher** who can provide evidence of the completion of coursework in the equivalency of an associate degree (60 credit hours with a minimum of 12 credit hours in Early Childhood Education), the superintendent may grant approval for hiring. The teacher would be required to participate in a one-year internship with a qualified Early Childhood teacher. The internship will consist of one year of supervised, practical training that will serve as a period of mentoring while also allowing the non-degreed Early Childhood teacher to assume responsibility for his/her own class. The qualified Early Childhood teacher would oversee lesson preparation and assessment of student progress, offer suggestions for classroom management, assist in selecting learning resources, and/or support the non-degreed teacher in whatever way is necessary.

Teachers hired prior to May 1, 1999 and teaching in the same school, will follow the TCCED requirements in effect at the time of hiring to teach in the Early Childhood program: Associate degree in Early Childhood Education **or** Bachelor's degree with 12 credit hours in Early Childhood Education **or** Montessori Certification. If the teacher moves to another school they are required to follow the current TCCED teacher requirements.

Please refer to the Early Childhood Program Guidelines on page #

V TEACHERS IN MONTESSORI

Primary through Upper Elementary (ages 3 through 11-12)

1. Bachelor's degree and Montessori certification from a MACTE accredited program

   or Associate degree in Early Childhood Education and Montessori certification from a MACTE accredited program (Teacher of 3, 4, 5 yr. olds)

   or Montessori certification from a MACTE accredited program*
2. Technology Proficiency: (See Implementation Guideline C)

   Proficiency in the areas of word processing, spreadsheets, databases, internet use for educational purposes and multimedia presentations
3. Teachers of Religion/Theology must fulfill the 150 hour Minimum Requirements.

Middle School (ages11-12 through 14-15)

1. Bachelor's degree
2. 12 credit hours in education courses **or** a valid, appropriate state certificate
3. Technology Proficiency**: (See Implementation Guideline C)

   Proficiency should be in the areas of word processing, spreadsheets, databases, internet use for educational purposes and multimedia presentations.
4. Teachers of Religion/Theology must fulfill the TCCED 150 hour Minimum Requirements.

* *Teachers having solely a high school diploma must have completed at least two-thirds of the Montessori certification training **before** being eligible for hire.*

** *Teachers of Technology (when taught as a separate subject) must meet requirements in Section VIII.*

VI. TEACHERS IN SELF-CONTAINED K-8

1. Bachelor's degree
2. 12 credit hours in education courses **or** a valid, appropriate state certificate
3. Technology Proficiency: (See Implementation Guideline C)

   Proficiency in the areas of word processing, spreadsheets, databases, and internet use for educational purposes and multimedia presentations
4. Teachers of Religion/Theology must fulfill the 150 hour Minimum Requirements.

VII. TEACHERS IN DEPARTMENTAL GRADES 6-8 (excluding Religion/Theology*)

If teaching in only one content area

1. Bachelor's degree in content area taught

   OR

   Bachelor's degree with 18 credit hours in the content area taught

   OR

   Bachelor's degree with successful completion of appropriate state certification exam
2. 12 credit hours in education courses **or** a valid, appropriate state certificate
3. Technology Proficiency: (See Implementation Guideline C)

Proficiency in the areas of word processing, spreadsheets, databases, and internet use for educational purposes and multimedia presentations

If teaching more than one content area

1. Bachelor's degree with 18 credit hours in at least one content area taught **and** 9 credit hours in each additional content area taught

   OR

   Bachelor's degree with successful completion of appropriate state certification exam **and** 9 credit hours in each additional content area taught
2. 12 credit hours in education courses **or** a valid, appropriate state certificate
3. Technology Proficiency: (See Implementation Guideline C)

Proficiency in the areas of word processing, spreadsheets, databases, and internet use for educational purposes and multimedia presentations

* *Teachers of Religion/Theology must meet the 150 hour Minimum Requirements.*

VIII TEACHERS IN GRADES 9-12 (excluding Technology and Religion/Theology*)

1. Bachelor's degree in content area taught
2. 12 credit hours in education courses **or** a valid, appropriate state certificate
3. 12 credit hours in each additional content area taught **or** successful completion of appropriate state certification exam
4. Technology Proficiency: (See Implementation Guideline C)
   Proficiency in the areas of word processing, spreadsheets, databases, and internet use for educational purposes and multimedia presentations

OR

1. Bachelor's degree
2. 12 credit hours in education courses **or** a valid, appropriate state certificate
3. 24 credit hours in the primary content taught or at least one content area taught **or** successful completion of appropriate state certification exam
4. 12 credit hours in each additional content area taught **or** either a valid, appropriate state certificate **or** successful completion of appropriate state certification exam
5. Technology Proficiency: (See Implementation Guideline C)
   Proficiency in the areas of word processing, spreadsheets, databases and internet use for educational purposes and multimedia presentations

Note: College personnel teaching dual credit courses in Catholic High Schools do not need to have 12 hours of education credits. They should, however, hold a degree with a major or credentials (expertise) in the area being taught.

IX. TEACHER OF TECHNOLOGY

Technology instruction may occur in a variety of settings

Grades PK-8

The classroom teacher must demonstrate proficiency in the areas of word processing, spreadsheets, databases, internet use for educational purposes and multimedia presentations. Documentation can take the form of college level course or workshop verification, certificate from the ESC or a private company, letter of verification of proficiency from school administrator and verification of successful completion of appropriate Certification Exam. When Technology Applications is taught as a separate subject a Bachelor's degree with 18 credit hours in Technology or appropriate certification or endorsement and 12 credit hours in education courses or a valid, appropriate state certificate is required. A Teacher of Technology in this situation may be issued a Specialized Instructor certificate. (See section XII).

Grades 9-12

1. A degree in computer science OR a degree and
   24 credit hours in content area to be taught or
   Information Processing Technology (IPT) endorsement or
   Successful completion of appropriate state certification exam
2. 12 credit hours in education courses or a valid, appropriate state certificate

* *Teachers of Technology (when taught as a separate subject) must meet requirements in Section VIII, Grades 9-12.*

X. GUIDANCE COUNSELOR (Secondary)

1. Master's degree in Counseling

OR

Master's degree in psychology or social work with courses included or added that address theories and methods in counseling, psychology of adolescence, career information and development, multicultural counseling, as well as vocational, academic and career testing.

XI. LIBRARY STAFF *(for personnel hired after 8/2007)*

Librarian (Required for secondary schools; preferred for elementary and middle schools)

1. Master's degree in Library Science or Bachelor's degree with Learning Resources Endorsement*
2. Evidence of proficiency in the use of information technology resources (i.e., library automation, internet access, electronic resources)

Library Manager (Elementary and middle schools where a librarian is not possible)

1. A high school diploma; an Associate's Degree or sixty (60) college hours preferred
2. Evidence of knowledge of library procedures, technical services, material selections, appropriate selection of books, including quality children's literature books, and basic reference skills
3. Proficiency in the use of information technology resources (i.e., library automation, internet access, electronic resources, multimedia delivery systems, etc.)

XII. PARAPROFESSIONALS

The paraprofessional, employee or volunteer, must possess a high school diploma or the equivalent [GED—General Education Diploma] and sufficient training to perform the task assigned by the principal. (S)he may assist professional personnel in classroom duties but may not accept full responsibility for a class nor assign grades.

XIII SPECIALIZED INSTRUCTOR

It is always preferable to hire a degreed teacher. If under exceptional circumstances, however if, one cannot be secured a non-degreed person may be employed as specified below. Prior to hiring, the principal must apply to the superintendent for a TCCED Specialized Instructor Certificate **that would be valid as long as the individual remains at that school.** If the specialized instructor moves to another school they are required to apply for another specialized Instructor Certificate.

Elementary: ESL, Fine Arts, Foreign Language, P.E., and Technology

Secondary: A professional by trade or license may teach part-time under the direction of a qualified teacher.

XIV. BEFORE/AFTER SCHOOL CARE PROGRAM

Before/After School Care Program personnel are under the supervision of the principal of the school.

The on-site Director, if a person other than the principal, must have completed coursework toward an Associate degree and have practical experience in the area of child care and development.

*Courses needed for the Learning Resources Endorsement include: Collection Development; Organization of Collections; Information Services and Resources; School Library Media Center Administration; Instructional Design and Library Media Production; and Literature for Young Adults.

XV SUBSTITUTE TEACHER

A substitute teacher who will have responsibility for a class for 50% or more of a grading period should have the same qualifications required for the regular teacher.

EXCEPTIONS

A. NON-DEGREED TEACHERS HIRED IN AN EMERGENCY:

The non-degreed teacher must complete a TCCED Deficiency Removal Plan, whereby, s/he will become degreed and meet requirements in sections (III) or (IV) above within the allotted time period. Prior to hiring, the principal must obtain approval from the superintendent for the TCCED Deficiency Removal Plan.

B. TEACHERS HIRED PRIOR TO 2001:

Teachers hired prior to 2001 will meet the personnel requirements that were in place at the time of hire.

IMPLEMENTATION GUIDELINES

A. EDUCATION COURSES:

Courses must be appropriate to the age of students and content to be taught.
Additional hours may include (but are not limited to):

- developmental or child psychology
- human growth and development
- learning theory
- curriculum (elementary or secondary)
- classroom management
- educational use of technology

B. DEFICIENCY REMOVAL PLAN:

A TCCED Deficiency Removal Plan must be on file at the school for each teacher who does not meet TCCED personnel requirements at the time of hiring. The deficiency must be signed by the teacher, principal, and superintendent. In the case of a principal who is on a deficiency, it must be signed by the principal, pastor or governing body/religious community president and superintendent.

When assigning the date by which credits will be earned or a deficiency will be cleared, it is preferable to use June 1, rather than August 1, so that a principal is not left in the position of having to hire a replacement in August if the teacher does not complete the necessary work. If an August date is set, the teacher should be able to supply proof of enrollment before being offered a contract and/or acknowledgement of employment.

The maximum time allowed for the removal of a deficiency is:

1-12 credit hours	2 years
13-25 credit hours	3 years
26-36 credit hours	4 years
Montessori certificate	2 years
Technology proficiency	1 year
Library requirements	1 year
Religion	3 years

The time of completion is calculated from the date on which the contract/employment agreement begins. If a teacher has signed a deficiency with credit hours lacking in more than one area, the maximum time allowed would be calculated by adding the total number of credit hours lacking and assigning the length of time granted for that number of hours. (Example: A teacher who lacks 12 education hours and 6 math hours would be allowed 3 years to complete the 18 total credit hours.) A deficiency that shows a lack of credit hours in addition to technology proficiency and/or religion hours would reflect removal of those deficiencies occurring concurrently. (Example: A teacher who lacks 12 education hours and technology proficiency would be expected to gain technology proficiency within the first year of employment and to complete the education hours within 2 years from hiring.)

Documentation substantiating that the credit/clock hours have been earned or that skills have been acquired must be presented to the principal to accompany the *Deficiency Removal Plan*. At that time, a *TCCED Verification of Deficiency Removal* would be signed by the principal and superintendent and placed in the teacher's personnel file.

If it is not possible to remove the deficiency in the specified time, the superintendent's approval is needed to extend the deficiency and to determine the new timeline. This request should be made prior to offering a contract for a new academic term.

If an individual transfers to another school while the deficiency removal is in progress, the deficiency accompanies the person and continues as originally signed. If an individual takes a one-year leave from a school and then returns to the same school or to a new school, one year may be added to the completion time and an *Extension of Deficiency Removal Plan* would be signed by all appropriate parties. If an individual enters a school after two or more years of absence, a new *Deficiency Removal Plan* is created.

C. TECHNOLOGY PROFICIENCY

The classroom teacher must demonstrate proficiency in the areas of word processing, spreadsheets, databases, internet use for educational purposes, multimedia presentations and social media. Documentation can take the form of college level course or workshop verification, certificate from the ESC or a private company, letter of verification of proficiency from school administrator, or verification of successful completion of appropriate Certification Exam. The local (arch)diocese will create and approve the proficiency document.

BELL TO BELL and INSTRUCTIONAL TIME
(Minimum Requirements)

GRADE LEVEL

3K - 4K **Instructional Time (Teaching/Learning Process)**

Daily 30 minutes Religion
30 minutes Uninterrupted Free Play *
40% Instructional Day - Language Arts
20% Instructional Day - Mathematics

Weekly Physical Education
Health, Fine Arts *(Art, Music, Theater, Dance)*, Social Studies, Science, Technology, and Guidance *(integrated into the major curriculum areas above)*
Foreign Language instruction may be included as part of the Language Arts program.

GENERAL GUIDELINES:

1. Religion must be taught daily. **Liturgy** once a week may be substituted for one class period.
2. The **time** allotted per subject may be separated into shorter segments.
3 Special activities or circumstances necessitate **flexibility** in the use of instructional time.
4. Subjects may be **integrated** into other curriculum areas within the allotted instructional time.
5. Integrated **social emotional development** activities are built into the content areas. They may include activities dealing with sharing, cooperating, following rules, learning about one's feelings, one's self-esteem and the ability to express one's feelings, etc.
6. **Health** may be integrated into Physical Education and/or Science.
7. **Guidance** may include topics/activities/resources that address the social, emotional, physical, spiritual or educational development of the student *(e.g. personal and interpersonal skills, health behaviors, moral values, career planning, etc.).*
8. **Foreign Language** may be included as part of the Language Arts program.
9. A **planning period** for teachers must be included in the school day.

* **Uninterrupted free play** allows children to explore/experiment indoors or outdoors without formal teacher-directed instruction.

Schools that employ the **Montessori** method may design a framework of instruction in keeping with the Montessori philosophy.

BELL TO BELL and INSTRUCTIONAL TIME
(Minimum Requirements)

GRADE LEVEL

K
Bell to Bell: A minimum of 3 hours for a half-day session
Instructional Time: A minimum of 2 hours, 40 minutes
Bell to Bell: A minimum of 7 hours for a full-day session
Instructional Time: A minimum of 5 hours, 20 minutes

Daily
30 minutes Religion
40% Instructional Day - Language Arts
20% Instructional Day - Mathematics

Weekly
Physical Education
Health, Fine Arts, *(Art, Music, Theater, Dance),* Social Studies, Science, Technology, and Guidance *(integrated into the major curriculum areas or taught as a separate subject)*
Foreign language instruction is strongly encouraged. *(may be included in Language Arts)*

GENERAL GUIDELINES:

1. **Liturgy** once a week may be substituted for one class period of Religion.
2. **Health** may be integrated into Physical Education and/or Science.
3. **Guidance** may include topics/activities/resources that address the social, emotional, physical, spiritual or educational development of the student *(e.g. personal and interpersonal skills, health behaviors, moral values, career planning, etc.).*
4. A **planning period** for teachers must be included in the school day.

Schools that employ the **Montessori** method may design a framework of instruction in keeping with the Montessori philosophy.

BELL TO BELL and INSTRUCTIONAL TIME
(Minimum Requirements)

GRADE LEVEL

1 - 3 **Bell to Bell:** A minimum of 7 hours
Instructional Time: A minimum of 6 hours

Daily
30 minutes Religion
60 minutes Mathematics
120 minutes English Language Arts

Weekly
Social Studies, Science
Physical Education
Health, Fine Arts *(Art, Music, Theater, Dance)*
Technology and Guidance *(integrated into the major curriculum areas or taught as a separate subject)*
Foreign Language instruction is strongly encouraged.

GENERAL GUIDELINES:

1. **Liturgy** once a week may be substituted for one class period of Religion.
2. **Health** may be integrated into Physical Education and/or Science.
3. **Guidance** may include topics/activities/resources that address the social, emotional, physical, spiritual or educational development of the student *(e.g. personal and interpersonal skills, health behaviors, moral values, career planning, etc.).*
4. **Human Sexuality** education may be integrated into Religion, Science, Social Studies, and/or Health.
5. **Language Arts** includes the following subjects: reading, literature, vocabulary, English *(grammar and composition)*, spelling, handwriting.
6. **Social Studies** includes elements of history; geography; economics; government; citizenship; culture; science, technology, society, and social studies skills.
7. **Science** links together the physical sciences, earth and space sciences, and life science. Science should be experiential and should occur in a variety of settings such as classroom, laboratory, etc.
8. Subjects listed as **"weekly"** may lend themselves to being integrated or covered in a more flexible schedule *(i.e. units, themes, quarters, etc.).*
9. **Creative scheduling** *(i.e. block scheduling...)* is acceptable practice.
10. A **planning period** for teachers must be included in the school day.

Schools that employ the **Montessori** method may design a framework of instruction in keeping with the Montessori philosophy.

BELL TO BELL and INSTRUCTIONAL TIME
(Minimum Requirements)

GRADE LEVEL

4 - 6 **Bell to Bell:** A minimum of 7 hours
Instructional Time: A minimum of 6 hours

Daily
30 minutes Religion
80-120 minutes Language Arts
40-60 minutes Mathematics

Weekly
200-225 minutes Science
200-225 minutes Social Studies
Physical Education
Health, Fine Arts *(Art, Music, Theater, Dance)*
Technology and Guidance *(integrated into the major curriculum areas or taught as a separate subject)*
Foreign Language instruction is strongly encouraged.

GENERAL GUIDELINES:

1. **Liturgy** once a week may be substituted for one class period of Religion.
2. **Health** may be integrated into Physical Education and/or Science.
3. **Guidance** may include topics/activities/resources that address the social, emotional, physical, spiritual or educational development of the student *(e.g. personal and interpersonal skills, health behaviors, moral values, career planning, etc.)*.
4. **Human Sexuality** education may be integrated into Religion, Science, Social Studies, and/or Health.
5. **Language Arts** includes the following subjects: reading, literature, vocabulary, English *(grammar and composition)*, spelling, handwriting.
6. **Social Studies** includes elements of history; geography; economics; government; citizenship; culture; science, technology, society, and social studies skills.
7. **Science** links together the physical sciences, earth and space sciences, and life science. Science should be experiential and should occur in a variety of settings such as classroom, laboratory, etc.
8. Subjects listed as **"weekly"** may lend themselves to being integrated or covered in a more flexible schedule *(i.e. units, themes, quarters, etc.)*.
9. **Creative scheduling** *(i.e. block scheduling...)* is acceptable practice.
10. A **planning period** for teachers must be included in the school day.

Schools that employ the **Montessori** method may design a framework of instruction in keeping with the Montessori philosophy.

BELL TO BELL and INSTRUCTIONAL TIME
(Minimum Requirements)

GRADE LEVEL

MIDDLE SCHOOL/DEPARTMENTAL

6 - 8 **Bell to Bell:** A minimum of 7 hours
Instructional Time: A minimum of 6 hours
Minimum of 7 units per year for each year *(6-7-8)*
1 unit = 200 minutes per week for 1 year*

UNITS ACADEMIC REQUIREMENTS

1	Religion
1	Language Arts
1	Mathematics
1	Science
1	Social Studies *(Texas History-Grade 7)** (U.S. History through Reconstruction-Grade 8)*
.5	Physical Education
1.5	Electives, such as: Art, Band, Foreign Language, Music, Theater, Technology Applications
7	

GENERAL GUIDELINES:

1. **Liturgy** once a week may be substituted for one class period of Religion.
2. **Health** may be integrated into Physical Education and/or Science.
3. **Guidance** may include topics/activities/resources that address the social, emotional, physical, spiritual or educational development of the student *(e.g. personal and interpersonal skills, health behaviors, moral values, career planning, etc.).*
4. **Human Sexuality** education may be integrated into Religion, Science, Social Studies, and/or Health.
5. **Language Arts** includes the following subjects: reading, literature, vocabulary, English *(grammar and composition)*, spelling, handwriting.
6. **Social Studies** includes elements of history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills.
7. **Science** links together the physical sciences, earth and space sciences, and life science. Science should be experiential and should occur in a variety of settings such as classroom, laboratory, etc.
8. **Technology**: strongly recommended that content be integrated into various curriculum areas.
9. **Creative scheduling** *(i.e. block scheduling)* is acceptable practice.
10. A **planning period** for teachers must be included in the school day.

* **Alternative scheduling** may be used to acquire a unit over a 1 or 2 year period *(e.g. 2 semesters of P.E. in Grade 7 [1 unit] fulfills P.E. requirement for both 7th and 8th grade).*

** Geography may be substituted for one semester of **Texas History**.

HIGH SCHOOL GRADUATION REQUIREMENTS

2014-2015 through the 2016-2017 school years the Texas Education Agency (TEA) will recognize two strands of graduation requirements as a result of the passage of HB 5. The Texas Catholic Conference is approving the same strands with the addition of Theology.

Freshman entering high school during the 2014-2015 academic year will follow the Foundation High School Diploma with the option of earning an endorsement. **Students in their sophomore, freshman or senior year have the option to continue with the Minimum, Recommended or Distinguished Diploma or switch to the Foundation High School Diploma with the option of earning an endorsement.**

1. 1 Credit = 7,200 minutes per year, 3,600 minutes per semester or 120 contact hours.
2. Science courses must contain a minimum of 40% laboratory time.
3. Credit by examination (credit for an academic subject in which the student has had no prior instruction) can be given if the student scores 90% on a criterion-referenced test for the applicable course. These tests can be purchased from Texas Tech University or University of Texas at Austin or can be any test approved by the superintendent. The school administration, with the approval of the superintendent, has the right to determine which credits will be applied toward graduation requirements from courses provided by a source outside the school (e.g., courses taken by correspondence, online, distance learning, or those courses taken in the elementary/middle school). It is required that the institutions offering these courses be approved by TEA, such as Texas Tech and UT's K-16 Education Center, or be accredited by a nationally recognized accreditation agency such as AdvancED/SACS.
4. Elective courses are determined by the local high school.
5. The superintendent may give written approval for use of an innovative, alternative program that is designed by a high school to meet its unique needs. The program must provide at least the minimum diploma requirements.

Revised March 2015

TEXAS CATHOLIC CONFERENCED EDUCATION DEPARTMENT

Side-by-Side Comparison: Graduation Program Options to be Implemented Beginning in 2014-2015

GRADE LEVEL 9-12 1 CREDIT= 7,200 minutes per year, 3,600 minutes per semester, or 120 contact hours

Discipline	Foundation HSP	*MHSP	*RHSP	*DAP
Religion	**Four Credits**: one credit for every year at the Catholic School	**Four Credits**: one credit for every year at the Catholic School	**Four Credits**: one credit for every year at the Catholic School	**Four Credits**: one credit for every year at the Catholic School
English Language Arts	**Four credits:** • English I • English II • English III • An advanced English course	**Four credits:** • English I • English II • English III • English IV or approved alternate course	**Four credits:** • English I • English II • English III • English IV	**Four credits:** • English I • English II • English III • English IV
Mathematics	**Three credits:** • Algebra I • Geometry • An advanced math course	**Three credits:** • Algebra I • Geometry • SBOE approved math course	**Four credits:** • Algebra I • Algebra II • Geometry • An additional math credit	**Four credits:** • Algebra I • Algebra II • Geometry • An additional math credit
Science	**Three credits:** • Biology • IPC or an advanced science course • An advanced science course	**Two credits:** • Biology • IPC or Chemistry and Physics (one of the two serves as an academic elective)	**Four credits:** • Biology • Chemistry • Physics • An additional science credit	**Four credits:** • Biology • Chemistry • Physics • An additional science credit
Social Studies	**Two and one half credits** • U.S. History • U.S. Government (one-half credit) • World History or World Geography	**Two and one half credits** • U.S. History (one credit) • U.S. Government (one-half credit) • World History (one credit) or World Geography (one credit)	**Three and one half credits:** • U.S. History (one credit) • U.S. Government (one-half credit) • World History (one credit) • World Geography (one credit)	**Three and one half credits:** • U.S. History (one credit) • U.S. Government (one-half credit) • World History (one credit) • World Geography (one credit)
Economics	**One half credit**	**One half credit**	**One half credit**	**One half credit**
Academic Elective	**No Requirement**	**One Credit**	**No Requirement**	**No Requirement**
Physical Education	***One credit**	***One credit**	***One credit**	***One credit**
Languages Other Than English	**Two credits in the same language** Two credits from Computer Science I, II, and III (other substitutions)	**No Requirement**	**Two credits in the same language**	**Three credits in the same language**
Fine Arts	**One credit**	**No Requirement**	**One credit**	**One credit**

Speech **	**Demonstrated proficiency in speech skills Optional .5 credit may be determined by the school*****	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)
Health**	**Optional course of study .5 credit may be determined by the school ***	**One half credit**	**One half credit**	**One half credit**
Electives	**Five credits**	**Seven (one must be an academic elective)**	**Two credits**	**Two credits**
Total Credits	26	26	27	28

*The required **Physical Education** credit may be from any combination of the following one-half to one credit courses:
Foundations of Personal Fitness
Adventure/Outdoor Education
Aerobic Activities
Team or Individual Sports

• In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities:
Athletics
JROTC
Appropriate private or commercially-sponsored physical activity programs conducted on or off campus

• In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities:
Drill Team
Marching Band
Cheerleading

• All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.
• A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit (English language arts, mathematics, science or social studies.)

Health and Speech may be integrated into other disciplines such as Science and Language Arts

***Foundation High School Program Speech Requirement**
To receive a high school diploma, a student must demonstrate proficiency, as determined by the district in which the student is enrolled, in the following:
• Delivering clear verbal messages
• Choosing effective nonverbal behaviors
• Listening for desired results
• Applying valid critical-thinking and problem-solving processes
• Identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

Endorsements **(to be implemented with the Foundation Program ONLY)**	A student may earn an endorsement by successfully completing • curriculum requirements for the endorsement • a total of four credits in mathematics • a total of four credits in science • two additional elective credits
STEM	A coherent sequence or series of courses selected from one of the following: • CTE courses with a final course from the STEM career cluster • Computer science • Mathematics • Science • A combination of no more than two of the categories listed above
Business and Industry	A coherent sequence or series of courses selected from one of the following: • CTE courses with a final course from the Agriculture, Food, & Natural Resources; Architecture & Construction; Arts, Audio/Video, Technology & Communications; Business Management & Administration; Finance; Hospitality & Tourism; Information Technology; Manufacturing, Marketing; Transportation, or Distribution & Logistics CTE career cluster • The following English electives: public speaking, debate, advanced broadcast journalism including newspaper and yearbook • Technology applications • A combination of credits from the categories listed above
Public Services	A coherent sequence or series of courses selected from one of the following: • CTE courses with a final course from the Education & Training; Government & Public Administration; Health Science, Human Services; or Law, Public Safety, Corrections, and Security career cluster • JROTC
Arts and Humanities	A coherent sequence or series of courses selected from one of the following: • Social studies • The same language in Languages Other Than English • Two levels in each of two language in Languages Other Than English • American Sign Language (ASL) • Courses from one or two categories (art, dance, music, and theater) in fine arts • English electives that are not part of Business and Industry
Multidisciplinary Studies	A coherent sequence or series of courses selected from one of the following: • Four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation from within one endorsement area or among endorsement areas that are not in a coherent sequence • Four credits in each of the four foundation subject areas to include English IV and chemistry and/or physics • Four credits in AP, IB, or dual credit selected from English, mathematics, science, social studies, economics, languages other than English, or fine arts

Distinguished Level of Achievement	• A total of four credits in math, including credit in Algebra II • A total of four credits in science •Completion of curriculum requirements for at least one endorsement
Performance Acknowledgments	For outstanding performance • in a dual credit course • in bilingualism and biliteracy • on an AP test or IB exam • on the PSAT, the ACT-Plan, the SAT, or the ACT For earning a nationally or internationally recognized business or industry certification or license

BELL TO BELL and INSTRUCTIONAL TIME

HIGH SCHOOL GRADUATION REQUIREMENTS

GENERAL GUIDELINES:

1. Science courses must contain 40% laboratory time.
2. Credit by examination (credit for an academic subject in which the student has had no prior instruction) can be given if the student scores 90% on a criterion-referenced test for the applicable course. These tests can be purchased from Texas Tech University or University of Texas at Austin or can be any test approved by the superintendent.
3. The school administration has the right to determine which credits will be applied toward graduation requirements from courses provided by a source outside the school (e.g., courses taken by correspondence, online, distance learning, or those courses taken in the elementary/middle school). Additional credits may be obtained in order to be eligible for advanced classes but will not count toward TCCED graduation requirements. **(5/07)**
4. Elective courses are determined by the local high school. The minimum diploma requires completion of a minimum of one "academic elective" credit chosen from a list of academic courses determined by the local high school.
5. The superintendent may give written approval for use of an innovative, alternative program that is designed by a high school to meet its unique needs. The program must provide at least the minimum diploma requirements.

According to House Bill 5 **Students in their sophomore, freshman or senior year have the option to continue with the Minimum, Recommended or Distinguished Diploma or switch to the Foundation High School Diploma with the option of earning an endorsement.**

Questions related to this policy should be directed to the Superintendent of Schools.

BELL TO BELL and INSTRUCTIONAL TIME

GRADE LEVEL

9-12 **1 Credit** = 7,200 minutes per year, 3,600 minutes per semester, or 120 contact hours

HIGH SCHOOL GRADUATION REQUIREMENTS

Students in Recommended or Distinguished Achievement Programs wishing to earn 30 or more credits may take additional elective courses for Recommended or the Distinguished Achievement programs.

DISCIPLINE	MINIMUM	RECOMMENDED	DISTINGUISHED ACHIEVEMENT
Religion	**Four credits**: one credit for every year at the Catholic School	**Four credits**: one credit for every year at the Catholic School	**Four credits**: one credit for every year at the Catholic School
English Language Arts	**Four credits:** to include • English I, II, III, IV	**Four credits:** to include • English I, II, III, IV	**Four credits:** to include • English I, II, III, IV
Math	**Three credits:** to include • Algebra I and • Geometry	**Four credits:** to include • Algebra I • Algebra II and • Geometry For students who select Mathematical Models with Applications, Algebra II is their fourth or final course. They may not take Mathematical Models with Applications after taking Algebra II. The intent of the rule is that all students should have a rigorous math course in their senior year; however, students may continue to take mathematics courses at the middle school and receive high school credit.	**Four credits:** to include • Algebra I • Algebra II and • Geometry For students who select Mathematical Models with Applications, Algebra II is their fourth or final course. They may not take Mathematical Models with Applications after taking Algebra II. The intent of the rule is that all students should have a rigorous math course in their senior year; however, students may continue to take mathematics courses at the middle school and receive high school credit.
Science	**Two credits:** to include • Biology and • Integrated Physics and Chemistry	**Four credits:** to include • Biology • Chemistry • Physics • Refer to TEA Graduation Credit Requirements*	**Four credits:** to include • Biology • Chemistry • Physics • Refer to TEA Graduation Credit Requirements*

Social Studies	**Two and one-half credits:** to include • World History Studies or World Geography Studies – 1 credit • U.S. History Studies Since Reconstruction – 1 credit • U.S. Government - .5 credit	**Three and one-half credits:** to include • World History Studies – 1 credit • World Geography Studies – 1 credit • U.S. History Studies Since Reconstruction – 1 credit • U.S. Government - .5 credit	**Three and one-half credits:** to include • World History Studies – 1 credit • World Geography Studies – 1 credit • U.S. History Studies Since Reconstruction – 1 credit • U.S. Government - .5 credit
Academic Electives	**One credit**	**No Requirement**	**No Requirement**
Economics (FES)	**One-half credit**	**One-half credit**	**One-half credit**
Health Education	**One-half credit**	**One-half credit**	**One-half credit**
Foreign Language	**No Requirement**	**Two credits:** in the same language	**Three credits:** in the same language
Physical Education	**One credit**	**One credit**	**One credit**
Technology Applications	**No Requirement**	**No Requirement**	**No Requirement**
Fine Arts	**No Requirement**	**One credit:** Speech may not substitute	**One credit:** Speech may not substitute
Speech	**One-half credit:** • Communication Applications	**One-half credit:** • Communication Applications	**One-half credit:** • Communication Applications
Elective Credits	**Seven credits**	**Two credits**	**Two credits**
Total Credits	**26**	**27**	**28**

*TEA Graduation Requirements, Beginning with School Year 2012-2013 - http://www.tea.state.tx.us/index4.aspx?id=2147506946

Dr. Ames,

What follows is information on the Uniform Admission Policy, Texas Education Code §§51.801-51.809, and changes made by House Bill 3826, 80th Texas Legislature. The information is presented as follows:

(1) Clarification of House Bill 3826 concerning the Uniform Admission Policy

(2) Texas Private High School Certification Forms (TPHSC Form-1 and TPHSC Form-2)

(3) Coordinating Board Dissemination Plan

(1) Clarification of House Bill 3826 concerning the Uniform Admission Policy

Several Texas public universities and Texas private high schools have raised concerns with us about the changes made to the Uniform Admission Policy resulting from House Bill 3826 (80th Texas Legislature, 2007). The Coordinating Board adopted changes to its rules (Texas Administrative Code, Title 19, Part 1, Chapter 5, Subchapter A, §5.5) which became effective November 26, 2009. The rules can be accessed at http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=5&rl=5

While the Board's rules primarily address the top 10 percent category of admissions, we agree that providing further clarification about the changes made to all admissions to public universities by House Bill 3826 would be helpful to both the universities and Texas public and private high schools. As a result, we have provided each of our public universities with the attached Clarification Memorandum to address the concerns raised about the Uniform Admission Policy and its applicability to all admission to Texas public universities.

(2) Texas Private High School Certification Forms (TPHSC Form-1 and TPHSC Form-2)

Coordinating Board rule §5.5(c)(2)(B) requires that, for a student in a Texas private high school applying for admission to a public university, the high school must "indicate, in a form and manner prescribed by the Commissioner of Higher Education, whether the student has

completed all or a portion of the Recommended or Advanced High School Program or of the curriculum equivalent in content and rigor, as applicable, that was available."

With the changes made by House Bill 3 (81st Texas Legislature, 2009) to the Recommended High School Program, the creation of two forms was necessary. TPHSC Form-1 is for students who entered grade 9 BEFORE the 2007-2008 school year. TPHSC Form-2 is for students who entered grade 9 IN the 2007-2008 school year OR LATER.

(3) Coordinating Board Dissemination Plan

Both the Clarification Memo and the two Texas Private High School Certification Forms are attached. ***Please share this information with each of your member accrediting agencies and ask each agency to provide the information to the Texas private high schools they accredit on or before Friday, December 11, 2009.***

In addition to providing this information to all public universities, to you, and to the Texas Education Agency, all of the information will be posted on the Coordinating Board's website and CollegeForAllTexans.com for easy access.

If you have questions about either the Clarification Memorandum or the forms, please feel free to contact me.

--Lynette

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THE UNIFORM ADMISSIONS POLICY

The new Uniform Admissions Policy Certification form for Texas private high schools is available online at:

http://www.thecb.state.tx.us/UAP

The form provides information about alignment of curriculum including changes as a result of House Bill 5.

It states:

A student pursuing an arts and humanities endorsement who has the written permission of the student's parent or a person standing in parental relation to the student may substitute a course from: TAC, Chapter 110 (relating to Texas Essential Knowledge and Skills for English Language Arts and Reading); TAC, Chapter 113 (relating to Texas Essential Knowledge and Skills for Social Studies); TAC, Chapter 114 (relating to Texas Essential Knowledge and Skills for Languages Other Than English); or TAC, Chapter 117 (relating to Texas Essential Knowledge and Skills for Fine Arts; or TAC, Chapter 118 (relating to Texas Essential Knowledge and Skills for Economics with Emphasis on the Free Enterprise System and its Benefits).

Please check on the TEA website for more specific information and guidance about appropriate substitutions.

http://www.tea.state.tx.us/curriculum/teks/

COUNSELING/GUIDANCE

POLICY

All Catholic schools will have a systematic guidance program throughout all grade levels.

MINIMUM REQUIREMENTS

ELEMENTARY/MIDDLE SCHOOLS:

- A counselor must be available to teachers and students either on staff or through contracted services;
- Guidance may be taught as a separate subject or integrated into one or more subject areas;
- Guidance activities may address, but not be limited to, the social, emotional, physical, spiritual and educational development of the student;
- Guidance activities/lessons may be conducted by a counselor, a homeroom teacher, or a teacher in a specialized subject.

SECONDARY SCHOOLS:

- There must be a TCCED qualified counselor for every 500 students or fraction thereof;
- The counselor's role involves interactions with individuals and groups of students in order to respond to educational, career, personal and social needs.

CURRICULUM

POLICY

All Catholic schools must have curriculum documents in place for use in instructional planning as well as a process for assessing and documenting student mastery of curricular objectives.

IMMUNIZATIONS

Every student enrolled in a Catholic school in the state of Texas shall be immunized against vaccine preventable diseases caused by infectious agents in accordance with the immunization schedule adopted by the Texas Department of State Health Services. A student who fails to present the required evidence shall not be accepted for enrollment. The only exemption to the foregoing requirement is a medical exemption signed by a licensed physician (M.D. or D.O.) authorized to practice in the state of Texas. [The Pontifical Academy for Life, "Moral Reflections on Vaccines Prepared from Cells Derived from Aborted Foetuses", 2005: +DEF].

This statement was approved by the Texas Catholic Conference Accreditation Commission and endorsed by the Bishops of Texas in January 2009.

LIBRARY STANDARDS

Revised May 2014

PHILOSOPHY

The library media program is central to the school's total educational mission. It is fully integrated into the curriculum serving the school's educational goals and objectives. The principal supports and works with the library media specialist, teachers and students to facilitate a program that strengthens and extends the educational process of the school.

The purpose of the school library program is to provide instructional resources and services to the students, staff and administration at the point of need. The library media program provides access to a wide variety of traditional and up-to-date instructional resources, both print and non-print. The goal of the program is to ensure that students attain knowledge and skills, as well as increase their understanding of the Catholic faith, becoming lifelong learners, critical thinkers and informed, ethical citizens. The program is maintained in a school library that provides adequate and appropriate space for all resources and activities of the program. The library media center is accessible, comfortable and aesthetically inviting.

MINIMUM STANDARDS

I. ACCESSIBILITY

Library facilities and services must be available to teachers and students throughout the instructional day. In addition, the library should be accessible before and after school.

II. STAFFING

Staffing of the library is among the most important factors in the success of the library program. The library services are under the direction and supervision of a qualified librarian/library manager. The librarian/library manager is a teacher, instructional partner, information specialist, and library program administrator. Secondary schools are staffed by qualified librarians. Elementary and middle schools may be staffed by a qualified library manager. In order to extend accessibility to library services and provide assistance to the librarian/library manager, additional staff may include trained assistants. Serious consideration must be given for providing at least part-time clerical staff for schools whose student population exceeds three hundred fifty (350) and/or with multiple grade level configurations (early childhood, elementary, middle school, high school).

Staffing of the library will be influenced by:

- student enrollment (e.g., ages/grades, total population, etc.)
- grade levels offered (e.g., multiple grade levels, such as middle and high school, etc.)
- special programs (e.g., gifted/talented, remedial, college preparatory, etc.)
- use of technology
- design of facilities

Library staffing requirements are as follows:

LIBRARIAN *(for personnel hired after 8/2007)* (required for secondary schools; preferred for elementary and middle schools)

The minimum requirements for a librarian are:

1. Master's degree in Library Science **or**

   Bachelor's degree with a Learning Resources Endorsement **or**

   Master's degree with Texas School Librarian Certificate or comparable certification from another state
2. Evidence of proficiency in the use of information technology resources (i.e., library automation, internet access, electronic resources)

LIBRARY MANAGER *(for personnel hired after 8/2007)*

The minimum requirements for a library manager for elementary and middle schools are:

1. A high school diploma; an Associate's Degree or sixty (60) college hours preferred
2. Evidence of knowledge of library procedures, technical services, material selections, appropriate selection of books, including quality children's literature books, and basic reference skills
3. Proficiency in the use of information technology resources (i.e., library automation, internet access, electronic resources, multimedia delivery systems, etc.)

A. The librarian/library manager is an important and integral member of the faculty. The librarian/library manager is entitled to the same salary, fringe benefits, and working conditions as any other staff member with comparable qualifications and responsibilities.

B. The librarian/library manager must have adequate unscheduled time to allow for collection development, materials review, collaboration with teachers and administrators, technical services and other administrative responsibilities related to the library program.

C. The librarian/library manager is a partner with teachers and students in the learning process. This is accomplished by working and collaborating with teachers in lesson planning and curriculum development and by teaching information literacy and research skills, including appropriate use of the internet, within the school's curriculum. In addition, the librarian/library manager should be a member of the school curriculum development committee(s).

D. The librarian/library manager is required to participate in professional development on an annual basis, related to library services (e.g., workshops, conferences, college courses, course offerings at the Education Service Center, etc.) to meet requirements for professional development hours.

E. The librarian/library manager should be a member of at least one professional library organization. Collaboration with other librarians/library managers is also encouraged through membership in library networks.

III. PROGRAM

Ideally the library program includes, but is not limited to, the following components:

A. Library policies and procedures manual
- mission, goals, and objectives
- collection development and selection
- materials processing
- circulation
- collection maintenance
- materials challenges

B. Information literacy instruction
- library and resource use skills
- research process
- media literacy and ethics

C. Reading motivational activities

D. Curriculum collaboration and support

E. Public relations and library advocacy

IV. RESOURCES

A library includes a balanced collection of current print, non-print, and electronic information resources. This collection of diverse learning resources represents a wide range of subjects, levels of difficulty, communication formats and technological delivery systems. The collection reflects the unique needs of the specific school population and supports the curriculum.

A school has a written collection development plan that addresses its collection needs and includes specific guidelines for the evaluation, selection, acquisition, reconsideration of resources and removal.

A minimum library collection consists of:

A. ALL SCHOOLS SHALL HAVE THE FOLLOWING

- 9000 physical items or 20 physical items per student for elementary school, whichever is less
- 9000 physical items or 16 physical items per student for middle school, whichever is less
- 9000 physical items or 12 physical items per student for high school, whichever is less in paper or electronic form, catalogued and stored in the library. This includes books, audiovisuals, software and multimedia.

  Effective 2014-2015

Notes: Ongoing collection maintenance, including weeding, is critical to keeping the collection relevant and current. The overall average age of the collection is maintained at less than 15 years. Encyclopedias and resources on topics subject to frequent and ongoing advances or changes, especially science and technology, must be updated every five years.

Only one of a unique item is counted in meeting collection standards. General encyclopedias shall not be included in the 9000 physical item count.

The collection includes titles and resources of a Catholic nature (author, publisher, subject, etc.), including reference resources.

V. FUNDING

Budget preparation is a collaborative effort involving administration, library staff, faculty, and the school's governing body. School objectives and program needs to be met by materials acquisitions are also identified. Monies allocated to the library program must be sufficient to ensure every student an optimum quality education. Funding must include a school budget line item and may be supplemented by other sources (e.g., book fairs, fundraising, federal funds, donations, etc.) (N.B.: Any services or materials provided through federal funding must be equally matched or exceeded by local funding.)

Budgeting is the financial aspect of planning and managing the library program. Several factors need to be considered in budget planning:

- TCCED library standards
- changes in number of users served
- resources and service adaptations required for specialized populations
- replacement of aging, worn, and missing materials of the collection and equipment
- increased costs of materials and equipment
- supplies
- changes due to technological advancements
- special programs

VI. FACILITIES

Library facilities are:

- user-friendly
- arranged for optimum accessibility
- proportionate to student population
- able to accommodate a work area for the library staff
- set up as an age appropriate environment with age appropriate furnishings
- equipped with adequate electrical wiring and dataports
- equipped with a telephone for pertinent library communications, vendor interface, and technical service issues
- able to provide sufficient storage space

VII. REQUESTS FOR VARIENCES

A superintendent may grant a request for variances to these standards for schools with special populations or circumstances (e.g. special education, early childhood, and serious budget restraints) if the educational needs can be met with some modification of the standards.

A letter which details the delivery of services, rationale for the proposed modification and a plan for future compliance must be submitted to the superintendent for consideration. If approval is granted this document must be signed by the superintendent and kept on file in the school and (arch)diocesan office. It must also be submitted to TCCED with the *Annual Report for Continued School Accreditation*. **Requests for approval are granted for a maximum of two years.** After that time, needs would be re-evaluated and documented annually.

When qualified library staffing is temporarily unattainable, the school must seek guidance from outside resources (e.g., Education Service Centers, public libraries, Texas State Library, (arch)diocesan personnel, etc.) in providing a strong library program.

AGE REQUIREMENTS/LENGTH OF SCHOOL YEAR/PROFESSIONAL GROWTH

Age Requirements:

- Pre-K 3 students shall be three years of age on or before September 1st of the current school year.
- Pre-K 4 students shall be four years of age on or before September 1st of the current school year.
- Kindergarten students must be five years of age on or before September 1st of the current school year.
- First grade students must be six years of age on or before September 1st of the current school year.
  (Effective 2015-2016)

The school year shall include:

- 180 instructional days for students
- A minimum of 7 additional days to include professional days and days at the discretion of the superintendent (5/97)

PROFESSIONAL GROWTH TO STRENGTHEN COMPETENCE

POLICY

In addition to the 7 inservice days required as professional days and days used at the discretion of the superintendent, each professional employee must participate annually in a minimum of 8 clock hours of professional growth opportunities.

IMPLEMENTATION

When possible, employees should take advantage of offerings outside the contractual hours of the school day. When regional, state, or national workshops/conventions occur during the school day, credit for attendance would be granted with the principal's approval.

Professional growth should occur between June 1 and May 31 and may include:

- College courses (each credit hour counts for one year of professional growth)
- Workshops/conventions
- (Arch)Diocesan Research Committee
- Travel to enhance teaching (unit or packet must be submitted)
- Service on TCCED Accreditation Team

GRADUATION AND END OF YEAR DISMISSAL DATE

A school may not schedule graduation more than five instructional days before the completion of the TCCED required number of school days. Also, a school may not release seniors (or, in the case of an elementary school, middle school or jr. high school, the exiting grade) from classes more than five instructional days before the completion of the TCCED required minimum number of school days. (5/93b)

CLASS SIZE

The number of students in a class should not exceed:

GRADE LEVEL	MAXIMUM SIZE	
3K, 4K	18 STUDENTS	(25 students with full-time paraprofessional)
5K	22 STUDENTS	(30 students with full-time paraprofessional)
1 - 3	30 STUDENTS	
4 - 12	35 STUDENTS	

Some subject areas, however, by their very nature, may require the participation of more students. In those classes (i.e., band, chorus, drama, physical education, yearbook...) care must be taken to provide adequate supervision and appropriate instructional methods to allow for effective learning. (5/02)

NOTIFICATION OF NON-COMPLIANCE

POLICY

A school or diocese will be cited as "Non-Compliant" when TCCED standards, policies and procedures have not been met. An exception may be made when a letter of approval from the (Arch)diocesan Superintendent (current to academic year) accompanies the annual report or is sent from the superintendent.

IMPLEMENTATION

1. After receiving The Annual Report for Continued School Accreditation in October, TCCED will contact the superintendent regarding issues of non-compliance by a school.
2. The superintendent must respond within 30 days.
3. If an instance of non-compliance occurs, TCCED will bring this to the attention of the TCCAC at the next meeting. The Commission will determine the seriousness of the non-compliance and recommend action to be taken. This could include but is not limited to:
   A. a letter from TCCAC listing non-compliance and requiring an explanation of how the issue(s) will be addressed
   B. an on-site visit
   C. a change in the school's accreditation status
4. A letter will be sent to the principal with a copy to the superintendent and pastor/authorized agent of the school notifying them of the action taken by TCCAC

Note: Non Compliance Standards can be found in the Guide to Quality and Effectiveness under Corrective Actions and Non Compliance

LONG-RANGE/STRATEGIC PLAN

POLICY

Each school, under the direction of the local governing body and leadership, must have a written site-based long-range/strategic plan.

IMPLEMENTATION

Long-range/strategic planning:

- is a process developing both long-term vision and goals for the school and specific interim steps to reach those goals
- flows from the school's mission statement
- encompasses a period of three to five years
- outlines realistic operational and strategic goals
- addresses areas such as Catholic identity/charism, mission/philosophy, student services, facilities, development (including marketing and public relations), ownership, governance, administration, finance, enrollment, personnel, curriculum and any other needs specific to the school community
- involves an annual review of the school's mission statement, philosophy, vision, goals and objectives as well as a review of the plan's goals and action steps, with any necessary adjustments being made including goals and/or action steps for an additional year
- Should be updated on a regular basis and not at the end of the strategic plan cycle.
- Should include a timeline, person responsible, cost (if any) and completion date.

EARLY CHILDHOOD PROGRAM

GUIDELINES

Early Childhood education can be defined in many ways within the educational arena. The following guidelines were written for the Texas Catholic Conference Education Department by a committee of Early Childhood practitioners, with input from Early Childhood teachers across the state. These guidelines apply to those Early Childhood programs that are part of a TCCED accredited school. They are not intended for programs licensed by the Department of Family and Protective Services.

While the broadest understanding of an Early Childhood program encompasses children from birth through age 8, these guidelines are intended for use with 3, 4, and 5 year olds. When the school includes 3 and/or 4 year olds, the program for the 5 year olds will be determined by the local school's positioning of those children within either the Early Childhood or the Elementary program. Generally, the school that begins with Kindergarten would consider 5K as being part of the regular Elementary program and therefore would not follow these guidelines.

These guidelines are offered as a benchmark of best practices when developing or maintaining a quality program that provides adequately for the unique educational needs of the young child. They take into consideration the emotional, physical, social, spiritual, and cognitive development of the 3, 4, and 5 year old child.

I. VALUE OF EARLY CHILDHOOD EDUCATION

Early Childhood Education is an integral part of Catholic Education and as such provides foundational support to the spiritual and educational development of the Christian person. It provides a nurturing experientially oriented environment which fosters peacemaking and an awareness of the presence of God. Through this awareness, Early Childhood education promotes a love of God, self, and others and a growth in faith, love, worship and wisdom. Early Childhood education guides growth and development through age appropriate curricula, materials and methodology.

A. The value of Early Childhood education is reflected in the integration of Catholic faith and Christian virtues with developmental learning.

B. The value of Early Childhood education is consistent with the educational ministry of the church.

C. The importance of the Early Childhood program is exemplified through the environment provided.

D. The Early Childhood program clearly models its value through age-appropriate curricula that is based on reliable research.

E. The Early Childhood program, through use of appropriate materials and methodology, consistently reflects its value in the growth of faith, love, and wisdom.

F. The Early Childhood program recognizes each child's uniqueness in relation to needs and ways of learning.

II. CATHOLICITY OF THE EARLY CHILDHOOD PROGRAM

The Early Childhood program in a Catholic school offers a faith-filled, guided discovery of God's presence in daily life. It focuses on the formation of the whole child through faith and knowledge, centered on the teachings of the Catholic Church.

A. The Early Childhood program proclaims its Catholic identity by providing an environment in which individual spiritual, moral, intellectual, social, cultural and physical development is enhanced through the Gospel message of love and service.

B. The Early Childhood program focuses on Religious formation through the introduction and practice of Christian virtues, prayer and sharing.

C. Discipline in Early Childhood is based on Christian values of self-control, obedience and love. Discipline is directed toward the behavior, protects self-esteem and re-establishes the worth of self as a child of God.

D. The Early Childhood program is committed to families, and as such is family-centered. It seeks to support parents as primary educators and focuses on family relationships, celebrations and traditions.

E. Catholic culture, interwoven throughout the Early Childhood program, is evidenced by celebrations of notable feast days, practiced traditions and familiar symbols.

F. The Early Childhood program respects and meets multi-cultural needs and differences through appropriate experiential activities.

III. STRUCTURE OF THE EARLY CHILDHOOD PROGRAM

The structure of the Early Childhood program reflects age-appropriate, developmentally sound criteria.

A. Many factors contribute to the design of an Early Childhood program which meets the needs of children and families in the local community. Developmental appropriateness remains constant.

B. Early Childhood programs adhere to sound educational practices based on reliable research.

C. Each child will be allowed to progress developmentally at a pace determined by the child's individual needs.

D. The total number of children included in an activity is limited to enable individualized age-appropriate learning.

E. Before/After School programs may operate before and/or after formal school hours for a period of time adequate to meet the needs of the school population served.

IV. PERSONNEL

All persons designated as Early Childhood Personnel need to have knowledge of age-related characteristics that permits general predictions about what experiences are likely to best promote children's learning and development during these years. [NAEYC-Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, *2009*]

A. All professional personnel in early Childhood must have a formal preparation in the education of the young child.

B. Participation in the Religion Teacher Qualification Plan is required of professional personnel who are responsible for formal religious instruction. It is strongly recommended for all other personnel.

C. To foster the growth of Early Childhood personnel, opportunities should be provided for participation in a mentoring program.

D. Orientation and on-going training for paraprofessionals are essential for effective performance. This may include, but is not limited to, workshops, local in-services, formal course work, and professional reading.

E. On-going enrichment in contemporary Early Childhood theories and methodologies is essential for the continued growth of the Early Childhood educator.

V. CURRICULUM THAT FOSTERS GROWTH AND DEVELOPMENT

Curriculum goals address learning in all developmental areas (physical, social, emotional, language, aesthetic, cognitive and spiritual) and embrace the educational mission of the Catholic Church.

A. The curriculum content from the various disciplines is integrated through many learning experiences so that children develop an understanding of concepts and make connections across disciplines.

B. The curriculum plan is designed to help children explore and acquire key concepts and tools of inquiry into the various disciplines in ways comprehensible and accessible for their age.

C. Teachers plan and implement a logical sequential curriculum to help children achieve developmental and learning goals.

D. Teachers plan curriculum strategies that are responsive to the specific context of children's experiences.

E. Teachers use a variety of approaches and provide daily opportunities to develop children's skills through meaningful experiences.

F. Instruction in and use of technology is integrated throughout the Early Childhood program.

VI. ASSESSMENT

The assessment of the developmental progression in the learning disciplines of Early Childhood must be varied, observed, documented, and flexible.

A. Assessment is age appropriate in its content and its method of administration (e.g. utilizing manipulatives, oral directives, play, paper and pencil, one-on-one, small group, self-portrait, anecdotal narratives, or other elements of the portfolio, etc.).

B. Assessment occurs frequently in order to be a valid indicator of the child's rapidly changing level of learning.

C. Formal assessment and observations are methods used to determine student growth or progress.

D. Analysis of assessments can be used to evaluate the effectiveness of the school's programs, to plan curriculum, to identify students with special needs, and to communicate with parents/guardians.

E. Assessment of student progress includes input from both teacher and parent/guardian.

F. Student progress and achievement is effectively communicated to/with parents/guardians and administrators on a regular basis.

VII. FACILITIES

The physical environment is warm and inviting for optimum learning experiences. It is designed to meet local, state, and federal codes for the safety, protection, and functionality of the young child and all who use the facility.

A. The facility allows for the integration of Catholic identity into the physical space.

B. The classroom space is arranged in such a way as to allow for various activities (e.g., religious activities, centers, physical activity, naps, and large/small group experiences).

C. The Early childhood facility offers a safe, comfortable and attractive environment.

D. Student work is displayed at the child's eye level and learning materials are located within the child's reach.

E. Facilities and fixtures are appropriate to the size of the child.

F. Admittance to the area which houses the Early Childhood program is carefully supervised.

VIII. STUDENT/FAMILY SERVICES

The school reflects the importance of the family as the heart of the Catholic community. Understanding the child as part of a family unit is an integral part of the learning environment. Nurturing the child within the context of family relationships develops the spiritual, physical, and emotional health of the young child.

A. Health services (e.g., vision and hearing screenings) are offered in compliance with state and federal regulations.

B. School health records are maintained and updated regularly.

C. A Before/After School program may be provided for those families needing this service.

D. Services and resources are available to nurture the family in its role as the primary educator of the young child.

BEFORE/AFTER SCHOOL PROGRAMS FOR CATHOLIC SCHOOLS IN THE STATE OF TEXAS

Many families served by our schools need an affordable education program before and after school hours. The number of single parent/guardian families is increasing. Economic conditions in some families necessitates that both parents/guardians be employed. Working parents/guardians face the problem of finding a before and after school program with a Christian environment. We believe it is necessary to provide this service to families enrolled in our schools.

The Bishops' Pastoral Letter on Catholic Social Teaching and the U.S. Economy says, "For those children whose parents/guardians do work outside the home, there is a serious shortage of affordable after school care. Employers, governments, and private agencies need to improve both the availability and quality of child care services." (208)

The need for quality before and after school programs exists in all communities.

Catholic schools can address the community problem by expanding their staffing and scheduling to serve families outside regular school hours. The Before/After School Program can benefit families, the schools themselves, and the educational growth and development of students.

STANDARDS

Students enrolled in an accredited Catholic school are the only students eligible for enrollment in a Before/After School Program. If a child is still at the school after the end of day pick up period, rather than leave them unattended, the child will be escorted to the After School Program until their parent/guardian arrives.

The school principal is in charge of the entire school, including the Before/After School Program. The principal may appoint a Director for the program. The program Director must meet TCCED requirements as a teacher or have a child-care administrator's certificate from a community college with at least 15 college credit hours in child development. Instructional Assistants and volunteers may assist in the program as needed. The ratio of adult staff to students is one staff member for every twenty-five students or fraction thereof, with a minimum of two adult staff members present on-site whenever the program is in session. The on-site director may be considered as one of the adult staff present.

The personnel employed in the Before/After School Program are considered employees of the school and must be in compliance with the following: have a job description, an annual evaluation, adhere to the *Protecting God's Children* guidelines specific to the (arch)diocese in which they are employed, and submit to a criminal background check. Documentation of the above mentioned compliances should be on file in the school. Compensation for employees will be paid according to a developed salary scale or plan.

Volunteers utilized in the program either regularly or on an as needed basis, must follow the same *Protecting God's Children* guidelines and criminal background check compliances mandated for other staff.

The school administrator will implement policies and procedures, and provide oversight of the Before/After School Program.

The curriculum of the Before/After School Program must include a variety of experiences and be approved and monitored by the principal. The schedule may include, but is not limited to:

- Time for outdoor recreation, Opportunities for organized games, Rest, Nutrition, Homework time and Tutorial assistance

BEFORE/AFTER SCHOOL PROGRAM GUIDELINE CHECK LIST

School Name: _____ City: _____

	YES	NO	(Indicate YES or NO for statements below)
1.	_____	_____	A printed application is used for all students in the program.
2.	_____	_____	Only students in the school's regular accredited program are enrolled in the before/after school program.
3.	_____	_____	The principal or qualified person serves as the on-sight director of the program.
4.	_____	_____	Instructional assistants and volunteers are under the direction and supervision of the on-sight director of the program.
5.	_____	_____	The ratio of adult staff to students is adequate, i.e., one staff member for every 25 students or fraction thereof, with a minimum of two present on-site at all times, one of whom may be the on-site director.
6.	_____	_____	The duties and responsibilities of each staff member in the program are specified in writing.
7.	_____	_____	The school administrator implements policies and procedures, and provides oversight of the Before/After School Program.
8.	_____	_____	A published fee schedule is used for the program.
9.	_____	_____	Drills to acquaint children with Crisis Plan emergencies are held regularly or according to Diocesan policies. Specify:_____
10.	_____	_____	An emergency card for each student enrolled is on file and readily accessible.
11.	_____	_____	An updated program handbook is kept on file and given to parents/guardians each year.
12.	_____	_____	The program operates before and/or after school for a period of time adequate to meet the needs of the population served. Specify:_____
13.	_____	_____	Does the Before/After School Program operate on days school is not in session? If so, how many days?_____ (More than 40 days requires licensing by DFPS.)
14.	_____	_____	Adequate provisions are made for: (Check all that apply) ____Outdoor recreation ___Organized games ___Rest ____Homework time ___Tutorial Assistance ___Nutrition
15.	_____	_____	The space provided for the program is adequate and appropriate.
16.	_____	_____	The program provides a Christian environment for the students.
17.	_____	_____	Quality care is evident in the Before/After School Program.
18.	_____	_____	The program benefits families and the educational growth of the students enrolled.
19.	_____	_____	During the hours of operation there is at least one staff member trained in CPR/First Aid.
20.	_____	_____	All personnel must adhere to the Protecting God's Children guidelines specific to the (arch)diocese in which they are employed.

TEXAS DEPARTMENT OF FAMILY AND PROTECTIVE SERVICES

COMMISSIONER
Anne Heiligenstein

June 19, 2009

Dr. Jimmy Ames
Executive Director
Texas Private School Accreditation Commission (TEPSAC)
Box 12073
Longview, Texas 75607

Dear Mr. Ames:

The Texas Department of Family and Protective Services (DFPS) would like to inform your organization about recent legislative changes in the matter of exemptions that will impact schools operating before and after-school programs that were affected by HB 1385 during the 2008 80th Regular Texas Legislative Session.

As you may know, the 2009 81st Regular Texas Legislative Session enacted SB 68, which amended unintended consequences of provisions in HB 1385. Delayed implementation of this later bill allowed TEPSAC schools to continue operating while preparing documentation for licensure as requested in the bill or demonstrating they were eligible for another exemption type. In 2009, SB 68 repealed Human Resource. Code §42.041(b-1), which limited the TEPSAC exemption to educational facilities that are in counties with of a population of less than 25,000. Accordingly, SB 68 reinstated exemptions for an estimated 600 TEPSAC accredited facilities. Schools that followed DFPS' instructions for licensure to comply with provisions of HB 1385 are now eligible to withdraw applications. Schools that applied for and meet the criteria for an exemption under another category may continue operating under the granted exemption. Any program that did not apply for an exemption under another category but would be eligible by virtue of its accreditation by TEPSAC is exempt due to the SB 68 amendment.

Thank you very much for the time and attention given to this matter. Please feel free to contact me with any further questions, comments, or concerns.

Sincerely,

Sasha Wozniak Rasco
Assistant Commissioner Child Care Licensing
Texas Department of Family and Protective Services
P.O. Box 149030
Austin, Texas 78714-9030
Phone (512) 438-3269
Fax (512) 339-5872

cc: Margaret McGettrick
Director of Education, Texas Catholic Conference
1625 Rutherford Lane, Building D.
Austin, TX 78754-5105

SUMMER PROGRAMS

If a school wishes to operate a summer program it must comply with all policies of the TCCED. Upon completion of the forms required by DFPS for licensing exemption the superintendent must validate the that the program is an extension the curriculum following this confirmation **the superintendent must request a letter of compliance from the TCC Director of Education addressed to the DFPS district director**.

www.dfps.state.tx.us/contact-us/map.asp

SUPERINTENDENT'S APPROVAL

A superintendent may grant a request to deviate from a TCCED policy or standard when extenuating circumstances make it extremely difficult to comply. The request can be granted for a minimum time, not to exceed one year.

AREAS OF NON-COMPLIANCE

A Catholic school in the state of Texas maintains accreditation by meeting the standards, policies and procedures set forth by the Texas Catholic Conference Education Department (TCCED). The *Annual Report for Continued School Accreditation* is one of the instruments used to assess a school's compliance.

Instructional

Class size exceeds limit

Lack of guidance program

Instructional time requirements not being met

Calendar

Insufficient number of in-service days

Insufficient number of instructional days

Graduation more than 5 instructional days prior to the last day of classes

Personnel

Professional staff deficiencies

Timeline exceeded without superintendent approval

Frequent extensions without superintendent approval

Lack of Personnel

Counselor (secondary schools)

Librarian (secondary schools), Library Manager (elementary schools)

Incomplete professional growth hours

AREAS OF CONCERN

No written long-range plan in place

Pattern of hiring teachers with academic deficiencies

Insufficient progress being made to meet goals

Recommendations/areas needing correction from last visit not addressed

NOTIFICATION OF NON-COMPLIANCE

POLICY

A school will be cited as "Non-Compliant" when TCCED standards, policies and procedures have not been met. An exception may be made when a letter of approval from the Diocesan Superintendent (current to academic year) accompanies the annual report or is sent from the superintendent.

IMPLEMENTATION

1. After receiving the annual report from the superintendent in October, TCCED will contact the superintendent regarding any discrepancies in the report.
2. The superintendent must respond within 30 days from TCCED contact.
3. If an instance of non-compliance occurs, TCCED will bring this to the attention of the TCCAC at the next meeting. The Commission will determine the seriousness of the non-compliance and recommend action to be taken. This could include but is not limited to:
   A. a letter from TCCAC listing non-compliance and requiring an explanation of how the issue(s) will be addressed;
   B. an on-site visit;
   C. a change in the school's accreditation status.
4. A letter will be sent to the principal with a copy to the superintendent and pastor/authorized agent of the school notifying them of the action taken by TCCAC.

REDRESS PROCESS
DISAGREEMENT WITH TEAM CONSENSUS REPORT

(Implemented 2001/2002 school year)

PURPOSE

The purpose of the redress process is:

- to allow the school administration the opportunity to register disagreement with perceived inaccuracy of ratings or statements recorded in the Visiting Team Consensus Report and to provide additional information that might clarify the school's position;
- to gather additional information from the visiting team chairperson in order to better understand the visiting team's rationale behind the rating or statement;
- to fairly assess the overall quality and effectiveness of the school's educational programs so that an accreditation status can be assigned that best reflects the level of quality that exists.

To effect change in the ratings assigned by the visiting team is not an intended outcome of the redress process.

PROCESS

1. If, upon receipt of the Visiting Team Consensus Report from TCCED, a principal disagrees with the report for cause, the principal is to discuss the nature of the perceived discrepancies with the superintendent. If both agree there is cause the principal may file a formal letter of disagreement with TCCED.
2. The principal has **ten (10) business days** from receipt of the Visiting Team Consensus Report to file a redress letter. The letter should describe the discrepancies between statements or ratings as they appear in the team report and the lived reality of the school. Evidence to support the school's position could also be provided. The original letter is to be sent to TCCED, with a copy to the superintendent.
3. TCCED will send a copy of the redress letter, along with the Visiting Team Consensus Report, to the chairperson of the visiting team. Within **ten (10) business days** the chairperson will send a response to TCCED describing what the team saw and heard during the visit that led to the team's decision.
4. The Visiting Team Consensus Report, the redress letter from the principal and the chairperson's response are then reviewed by a TCCAC committee. If any further clarification is needed, the committee chair will ask the Director of Education to gather the necessary information. After considering all the evidence, TCCAC will assign an accreditation status.
5. The Director of Education will notify the school and the superintendent of the accreditation status.

REDRESS PROCESS
DISAGREEMENT WITH ACCREDITATION STATUS

(Implemented 2001/2002 school year)

1. If upon notification, the principal disagrees with the accreditation status assigned to the school, s/he is to discuss the status with the superintendent. If the superintendent agrees that there is cause, the principal may file with TCCED a formal, written request for redress of the status decision. The principal has **thirty calendar days** from receipt of the formal notification of the accreditation status in which to file a request for redress. A copy of the request for redress is to be sent to the superintendent. The request should include specific reasons why the status is unwarranted and any documentation that would further substantiate the school's position.

2. The Director of Education then appoints an **Ad Hoc Redress Committee**, composed of a commissioner and a qualified chairperson, to review the redress and all appropriate documents and to make an on-site visit if deemed appropriate. Neither member of this ad hoc committee is to be associated with the (arch)diocese involved and neither should have been a member of the original visiting team. The committee may contact the chairperson of the original team, if deemed necessary, in order to complete the review. All expenses incurred by the visiting committee will be paid by the school.

   Submission of "Verification of Corrective Actions" (Accredited Advised Status) or "Plan of Corrective Actions" (Accredited Warned Status) would be suspended until the redress process is completed.

3. The Ad Hoc Redress Committee submits its report to TCCED. This report becomes an addendum to the original Visiting Team Consensus Report.

4. The original report and addendum are then reviewed by the TCCAC at its next meeting. The committee of the TCCAC which includes the commissioner who served on the Ad Hoc Redress Committee will review the report with addendum.

5. The TCCAC assigns an accreditation status, and the Director of Education notifies the school and the (arch)diocesan superintendent.

   If information provided by the visiting team, the school, and the Ad Hoc Redress Committee appear to be in conflict to the extent that TCCAC cannot fairly determine an accreditation status, the status decision can be put on hold until sufficient data can be obtained from the necessary parties. The Director of Education would be requested to ascertain how to obtain the information needed by TCCAC.

ACCREDITED ADVISED AND ACCREDITED WARNED CORRECTIVE PROCEDURES

ACCREDITED ADVISED

1. No later than **thirty (30) days** prior to the next scheduled Commission meeting, the principal will submit the "Verification of Corrective Actions" to show that all areas cited by the Visiting Team and the Accreditation Commission have been addressed. This documentation will first have been sent to the superintendent for review and endorsement and then forwarded to TCCED. Failure to meet this deadline may result in an "Accredited Warned" status.
2. The documentation submitted will be reviewed by the Commission at its next meeting. At this time the Commission may maintain or change the school's accreditation status.

   If the Commission is not satisfied with the documentation, it may require a special follow-up visit by a chairperson/team appointed by TCCED with the cooperation of the superintendent. A follow-up report will be reviewed by the Commission at its next session and the school's accreditation status may be maintained or changed by the Commission.
3. The Commission may request further visits until it is satisfied that all non-compliant standards have been corrected.

ACCREDITED WARNED

1. Within **four (4) months** of the date of notification of "Accredited Warned" status, the principal will submit to TCCED the "Plan of Corrective Actions", identifying a timeline and individuals who will be responsible for each corrective action. The plan must address each area cited by the Accreditation Commission. It must have been reviewed and endorsed by the superintendent. Failure to meet this deadline may result in loss of accreditation.
2. By the date specified by TCCAC **(6 to 12 months** after the date the "Plan of Corrective Actions" was due), the principal will submit the "Verification of Corrective Actions Final Report" to show that the corrective actions have been completed or are on line with the plan submitted to TCCED. This documentation must carry the superintendent's endorsement before being forwarded to TCCED. Failure to meet this deadline may result in loss of accreditation.
3. A team consisting of a qualified accreditation chairperson and commissioner will be named by TCCED, with the cooperation of the superintendent, to revisit the school after all non-compliance standards have been reported as corrected or are on line with the plan. The report of this visit will be sent to TCCED. TCCED will forward a copy to the (arch)diocesan superintendent and to the principal.
4. The Commission will review the Revisit Summary Report along with the documentation previously received (#2 above) at its next meeting. The Commission may maintain or change the school's accreditation status at that time.
5. The Commission may request further visitations until it is satisfied that all non-compliances have been corrected.

Instructions for Completion of
VERIFICATION OF CORRECTIVE ACTIONS
(Accredited Advised Status)

PLAN OF CORRECTIVE ACTIONS
VERIFICATION OF CORRECTIVE ACTIONS FINAL REPORT
(Accredited Warned Status)

Page _____ of _____

SCHOOL: _____ CITY: _____

DOMAIN _____ AREA OF FOCUS _____

*** Use a separate page for each Domain that has an area needing correction.*

1. ACCREDITATION STATUS REPORT DIRECTIVE/AREAS NEEDING CORRECTION

** *Record each area for correction as stated in the TCCAC Status Report.*

** *If more than one area can be addressed with the same corrective action, list all here.*

2. CORRECTIVE ACTIONS TAKEN

** *Corrective actions should be specific in identifying the timeline, person responsible for action, and the action itself that will be taken to address the area needing correction.*

REVISIT PROCEDURE

(Accredited Warned Status)

I. The Texas Catholic Conference Education Department (TCCED) notifies the superintendent and the principal regarding an "Accredited Warned" school that is due for a revisit.

II. A team consisting of a qualified accreditation chairperson and commissioner will be named by TCCED, with the cooperation of the superintendent.

The revisit chairperson/commissioner must meet TCCED chairperson requirements and be from outside the (arch)diocese wherein the school to be visited is located. The revisit team members cannot have served on the original visiting team.

III. TCCED contacts the principal to discuss the chairperson/commissioner and the visit date.

IV. TCCED sends the following information to the chairperson in preparation for the revisit:

- School information *(school name, address, principal's name, etc.)*
- Visiting Team Consensus Report *(from initial visit)*
- Accreditation Status Report
- Plan of Corrective Actions
- Verification of Corrective Actions Final Report
- Statistical and Demographic Data
- Revisit Summary Report (blank)
- Expense Reimbursement Form

V. The commissioner sends the completed Revisit Summary Report to TCCED immediately following the visit. All documentation provided by TCCED and the school, along with team notes, are retained by the commissioner until the conclusion of the next TCCAC meeting.

VI. TCCED reviews the Revisit Summary Report and sends a copy to the superintendent and the principal.

VII. TCCED sends the following information to the TCCAC standing committee designated to review the school. *(If possible, the same committee that initially reviewed the school will be designated to review the Revisit Summary Report.)*

- Visiting Team Consensus Report (from initial visit)
- Accreditation Status Report
- Plan of Corrective Actions
- Verification of Corrective Actions Final Report
- Statistical and Demographic Data
- Revisit Summary Report (completed)

VIII. The TCCAC will make a status determination at its next scheduled meeting. TCCED will notify the principal and the superintendent of the assigned status and, if warranted, directives indicating future action that must be taken by the school.

INTERIM VISIT

I. PURPOSE

The purpose of the Interim Visit is: 1) to assess a school's progress in implementing and addressing the areas identified during the last accreditation visit and/or by intervening Annual Reports or by the Interim Report of Progress; 2) to review components of the educational program that were not in place or that have undergone significant changes subsequent to the original visit; 3) at the request of the Bishop and or Superintendent.

II. PROCEDURE

A. The school will complete the Interim Report of Progress and the Statistical and Demographic Data and submit them to TCCED no later than one month prior to the visit.

B. The length of the visit is to be a minimum of one day and long enough for the team to assess the situation and write its report.

C. The size of the visiting team is to be proportionate to the scope of the task, but must consist of a minimum of two persons (at least one being a qualified chairperson) appointed by the TCCED Director.

D. For the Interim Visit, TCCED is to supply the team with the report of the last accreditation visit, the Interim Report, all Annual Reports since the last visit, the Plan of Corrective Actions, Verification of Corrective Actions Final Report, and any other material that it deems pertinent to the purpose of the visit and helpful to the team in accomplishing its task.

E. Expenses of the visiting team are to be paid by the school.

F. At the conclusion of the visit, the team will meet with the principal to give a brief report of the areas which were verified as being addressed and those which appear to require further attention.

G. All documents provided by TCCED and/or the school, as well as notes made by the team members, are to be retained by the commissioner until after the status is granted.

III. INTERIM VISIT SUMMARY REPORT

A. The report is to contain a listing of each of the recommendations/areas needing correction and/or non-compliances which the team noted. The data given and observations made in the report are to be specific enough to enable the TCCAC to make an informed decision about the status of the school.

B. All team members are to sign the report.

C. The original and two copies of the report are to be forwarded to TCCED immediately after the visit.

D. TCCED will forward a copy of the report to the principal and to the superintendent.