Attachment C
Preparations for the On-Site Visit and Interviews

The On-Site Visit and Interviews are essential parts of the pre-accreditation process. The Applicant School will have an opportunity to (a) show the facilities and grounds that students will occupy and (b) discuss the Educational Plan for 2011-2012. The Review Team will prepare written and oral reports for the Board citing any commendations and concerns for the eight components of the Educational Plan:

1. Governance
2. Facilities
3. Administration
4. Teachers/Teacher Aides/Paraprofessionals
5. Curriculum and Instruction
6. Assessment
7. Fiscal Solvency
8. Responsive Educational Environment

The Board will consider both reports when it discusses whether or not to pre-accredit a school enrolling in the Milwaukee Parental Choice Program.

Immediately upon receiving a letter from the Board indicating that the Educational Plan passed the Initial Review, call the Institute’s office to make arrangements for these next steps:
   a. Set the day and time for the On-Site Visit and Interviews.
   b. Deliver a check for a non-refundable fee of $300.00 made payable to Marquette University to the Institute for the Transformation of Learning to defray costs for the Review Team.
   c. Sign and retain a copy of a form indicating receipt of the $300.00 fee.

When preparing for the On-Site Visit and Interviews, consider these steps:
   a. Invite all members of the school board and administration, teachers if possible, and other key stakeholders to participate in the visit and interviews.
   b. Prepare a 20-30 minute tour of the school facility,
   c. Conduct dress rehearsals for the tours and the interviews.

On the day of the visit . . .
   a. Conduct a tour of the school facility.
   b. Facilitate the interviews.

If you have any questions before the On-Site Visit and Interviews, contact the Dr. Robert Pavlik, Executive Director: robert.pavlik@marquette.edu or 414-288-3886.
On-Site Visit and Interviews

School Name:

Address:

Contact Phone Number:

School Descriptors  (Check all that apply)

☐ Sectarian private school  ☐ Non-sectarian private school
☐ Two-semester school program  ☐ Year-round school program
☐ Summer school program  ☐ After school program
☐ Before school program

Grades for 2011-2012:

Names of Stakeholders for the On-Site Visit and Interviews

Required:

Board Chair:

Administrators:

Founder(s):

Invited:

Other Board Member/s:

Parent Representative/s:

Teacher/s:

Partnership Representative/s:
GOVERNANCE

During the On-Site Visit and Interviews, the Review Team will determine whether or not …

☐ The Mission Statement is clear and compelling for the students the school seeks to serve.

☐ The documents, policies and other preparations to open the school reveal collaborative efforts of a planning team.

☐ The school board is formed and operating effectively as indicated by minutes of its meetings.

☐ The school board has a clear understanding that . . .
  ☐ Membership on the school board is voluntary and does not yield compensation.
  ☐ Employees preferably do not serve on the school board. Should employees serve on the school board, they do not vote on personnel and salary decisions.

☐ The school board has a clear policy for conducting background checks on its members. Should any member have a felony, the school board can explain its reasons for appointing the person to serve on the board.

☐ The school board and administration understand the board’s responsibilities for setting the direction of the educational program and implementing accountability processes related to the Mission.

☐ The school’s organizational chart, its narrative and the operational policies/bylaws clarify individual authority and shared responsibility.

☐ The goals, objectives and calendar for the board’s development in 2011-2012 are clear and relevant.

☐ The goals, objectives and calendar for parent development in 2011-2012 are clear and relevant.

☐ The for-profit or nonprofit status is clearly understood by the board and administration.

After the On-Site Visits and Interviews, the Review Team will provide an overall rating and comments for the Governance component of the Educational Plan.

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<td>The Applicant School satisfactorily addresses most of the indicators for Governance and should be able to correct deficiencies in order to open the school.</td>
<td>The Applicant School satisfactorily addresses all of the indicators for the Governance.</td>
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Comments:
During the On-Site Visit and Interviews, the Review Team will determine whether or not …

- The goals for the facilities are clear.
- The inside facilities appear safe.
- The grounds and play equipment appear safe.
- The policies for health and safety are clear, comprehensive and current.

After the On-Site Visits and Interviews, the Review Team will provide an overall rating and comments for the Facilities component of the Educational Plan.

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Comments:
**ADMINISTRATION**

During the On-Site Visit and Interviews, the Review Team will determine whether or not …

- The administrators have at least a four-year bachelor’s degree from an accredited college/university.
- The school board and administration understand the administrators’ responsibilities for managing day-to-day operations related to the Mission.
- The job descriptions for the administrators reveal and clarify individual authority and shared responsibilities related to the Mission.
- The school board has a clear policy for conducting background checks on its administrators. Should any administrator have a felony, the school board is able to explain its reasons for appointing the person to serve as an administrator.
- The goals and objectives for the professional development of all administrators are clear, and relevant to the Mission.
- The school has a clear and comprehensive process for identifying future administrative leadership.

After the On-Site Visits and Interviews, the Review Team will provide an overall rating and comments for the Administrator component of the Educational Plan.

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Comments:
During the On-Site Visit and Interviews, the Review Team will determine whether or not …

☐ The teachers have a four-year bachelor’s degree from an accredited college or university.

☐ The teacher aides/paraprofessionals have a high school diploma or equivalent.

☐ The job descriptions for teachers/teacher aides/paraprofessionals are clear and complete.

☐ The school board has a clear policy for conducting background checks on its teachers/teacher aides/paraprofessionals. Should any teacher/teacher aide/paraprofessional have a felony, the school board can explain its reasons for appointing the person to serve as a teacher/teacher aide/paraprofessional.

☐ A handbook/manual clarifies policies for rights and responsibilities of teachers/teacher aides/paraprofessionals.

☐ The goals and objectives for the professional development of teachers/teacher aides/paraprofessionals are clear and relevant for the Mission and curriculum.

After the On-Site Visits and Interviews, the Review Team will provide an overall rating and comments for the Teachers/Teacher Aides component of the Educational Plan.

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Comments:
CURRICULUM AND INSTRUCTION

During the On-Site Visit and Interviews, the Review Team will determine whether or not …

☐ A comprehensive curriculum is developed for Reading/Language Arts/English, Science, Health, Mathematics, and Social Studies:

   For each subject and grade level include the following components:
   
   - List of standards
   - List of planned goals by month or grading period
   - Scope and sequence for the academic year
   - Methods of instruction
   - Resource materials, e.g., textbook series, online sites, trade books, periodicals
   - Methods of formative and summative assessment

☐ The plan for special needs identification and intervention is clear, complete, and compliant with State and Federal Laws.

☐ The components of the lesson plan template reflect researched-based best practices and are complete and clear.

☐ The school has developed a clear and comprehensive plan for establishing community-based partnerships related to its Mission.

After the On-Site Visits and Interviews, the Review Team will provide an overall rating and comments for the Curriculum and Instruction component of the Educational Plan.

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Comments:
During the On-Site Visit and Interviews, the Review Team will determine whether or not …

- The assessment plan includes (a) standardized tests aligned to the Mission and (b) systems for using the test results to design strategies for refining curriculum and instruction.
- The template for the report card/progress report reflects the Mission of the school and ongoing student achievement.
- The promotion policy is clear, and systems ensure fairness and compliance with State Law.
- The graduation policy is clear, and systems ensure fairness and compliance with State Law.
- The retention policy is clear, and systems ensure fairness and compliance with State Law.

After the On-Site Visits and Interviews, the Review Team will provide an overall rating and comments for the Assessment component of the Educational Plan.

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Comments:
During the On-Site Visit and Interviews, the Review Team will determine whether or not …

☐ Budget priorities for 2011-2012 are clear and related to the Mission.

☐ Two budgets for 2010-2012 are adjusted to the per-pupil allocation from the State.
  ☐ One 2011-2012 budget for the desired number of students is balanced.
  ☐ A second 2011-2012 budget for the minimum number of students for opening the school is balanced.

☐ Expenditures are itemized, legitimate, authorized by the board and covered within the proposed budget.

☐ An administrator participated in the fiscal management training program provided by the Wisconsin Department of Public Instruction.

☐ The policies that affect business operations are clear, complete and reflect best practices along with accountability measures.

☐ The fund raising plan has clear and compelling strategies for achieving its goals.

☐ If applicable, the final audit for 2010-2011 is balanced.

After the On-Site Visits and Interviews, the Review Team will provide an overall rating and comments for the Fiscal Solvency component of the Educational Plan.

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Comments:
During the On-Site Visit and Interviews, the Review Team will determine whether or not …

- The Daily Class Calendar demonstrates at least the State’s required number of minutes of instruction for the core subject areas.

- The Annual School Calendar demonstrates that the school meets the State requirements of at least 1050 hours for grades 1-6 and 1137 hours for grades 7-12, with at least 6 hours per day; and includes a clear plan for make-up days.

- The policy for rejecting/denying a MPCP applicant are clear, complete, fair and reflective of due process.

- The policy for accepting/denying the transfer of credits earned by a pupil attending the school for satisfactory completion of coursework at another school are clear, complete, fair and reflective of due process.

- The policies for gathering, protecting, maintaining, accessing and distributing assessment data and protecting student privacy are clear, complete, fair and reflective of due process.

- The policy related to preventing, reporting and obtaining relief from harassment is clear, complete, fair and reflective of due process.

- The policy for governing visitors and visits to the school are clear, complete, fair and reflective of due process.

- The policy for addressing concerns for child abuse proactively is clear, complete, fair and reflective of due process.

- The policy for suspending, expelling, and providing appeals for same are clear, complete, fair and reflective of due process.

- The policies for hearing and acting on parents concerns are clear, complete, fair and reflective of due process.

- The plan for making student records available for at least five years should the school close are clear, accurate and complete.

- The plan for building a positive school culture is clear and supports the Mission.

- The steps for addressing potential concerns are clear, complete, fair and reflective of due process.

- The criteria and steps for the school’s communications about needed changes in policies are clear, complete, fair and reflective of due process.

- The criteria and steps for determining how well the business operations of the school reflect the Mission are clear, complete, fair and reflective of due process.
After the On-Site Visits and Interviews, the Review Team will provide an overall rating and comments for the Responsive Educational Environment component of the Educational Plan.

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