

1. Management and Leadership Objective:

The owner/center director and staff should strive to establish professional integrity, individualized effectiveness, and a reputation of quality through the establishment of fair policy and leadership. The center should maintain proper rapport with the members of his/her staff, local and state educational officials, and with members of the community. There is an atmosphere of mutual respect and purposeful effort on behalf of each student and their individualized learning needs and goals. The center is managed effectively, timely and with open communication. The director and staff collaborate on both daily and future individualized student plans and for the center as a whole.

Indicators

- The ownership of the center is clear with no ambiguities in entity, management, or financial responsibility. Corporate, franchise, or partnership agreements are enforced.
- The center and its programs offered are approved and/or recognized for the services rendered by the municipality under whose jurisdiction they operate.
- The owner, center director and staff act professionally, ethically, consistently, and fairly in all dealings with parents, students, staff, and the community.
- The owner/center director and staff work in unison to create, maintain, and distribute clearly written policies and procedures that support the center's philosophy and/or objectives. These policies and practices are regularly reviewed with staff.
- The owner/center director and staff maintain appropriate and constructive relations with schools, teachers, parents, students, the community, and with each other in the interest of serving the needs of the students.
- The owner/center director and staff comply with all applicable and required local, state and federal statutes and governmental regulations.
- The owner/center director and staff plan daily operations, long term, and strategic planning in unison with center's philosophy and/or objectives.
- The owner/center director and staff use a system for evaluating its own effectiveness in performing its duties.
- The owner/center director and staff are accountable and responsible for creating an environment conducive to learning
- The owner/center director and staff ensures that the center and its programming is staffed and supervised with qualified personnel
- The owner/center director and staff maintains timely and open communication with the school community
- The owner/center director and staff are well informed of educational developments
- The owner/center director and staff ensure that all statements and representations relating to programs, services, and resources are clear, accurate, and current.

2. Philosophy, Goal, Mission, Benchmark, & Criteria Objective

The center clearly writes and displays its statements of philosophy and/or objectives that convey its general and specific purpose and objectives of its educational programs, defining the expectations for student achievement; both process and result. The center owner, director, staff, parents, and students understand, accept, and have opportunity to discuss the center's philosophy, mission, beliefs, and/or objectives.

Indicators

- The Center Philosophy or Mission is clearly visible to parents, students, and staff members
- The philosophy, mission, beliefs and/or objectives are shared with the staff, parents, and students at the time of enrollment or hire.
- The philosophy and/or objectives demonstrate respect for and acceptance of persons of all races, creeds, and cultures.
- The philosophy, mission, beliefs, and/or objectives are written clearly without ambiguity
- The philosophy, mission, beliefs, and/or objectives are appropriate for the students enrolled and the communities served.
- The philosophy, mission, beliefs, and/or objectives are periodically reviewed to ensure that they appropriate meet the students' needs.
- The philosophy and/or objectives are implemented in both daily and long term decision making.

3. Organization, Design, & Staffing Objective

The center owner/director, along with staff share the responsibility of creating unity for and affirming commitment to each individual child by striving to achieve their educational goals. To achieve this and reaffirm commitment to the students, staff are assessed according to the clearly defined in the policies and procedures. Staff assessment is collaborative, constructive, and focuses on the process by which to improve. The center owner/director and staff all work cooperatively and positively to provide an environment conducive to learning. Professional development goals are identified.

Indicators

- A clearly understood table of organization for the center exists with written job duties
- Center staff is qualified, competent, professional and sufficient in ratio to meet the needs of the students enrolled.
- Staff members possess the minimum qualifications as outlined by TEEI.
- Staff members are hired to work by reason of their training and/or expertise.
- The center director/owner and staff work cooperatively to create a positive learning environment that supports the center's philosophy and/or objectives.
- Personnel policies, procedures, and responsibilities are written and available to all employees
- Clear procedures and responsibilities are written for determining adequate and fair compensation within acceptable working conditions
- A clearly written system of appraisal and time of appraisal exists that is based on predetermined criteria agreed to by staff and director
- Staff & Center owner/Director possess a philosophy of education consistent with the center mission/philosophy
- Staff are completely knowledgeable about the educational program

4. Staff Qualification Objective

The center staff should be competently trained, energetic, alert, flexible, and imaginative. The staff is a group of professional persons who are cooperative and attentive to the philosophy, objectives, and needs of the center and its students. They must possess adequate qualifications of preparation, experience, and attitudes conducive to effective learning and a healthy educational environment. A staff member must show evidence of a thorough knowledge of subject matter, tools of teaching, an understanding of guidance, and be aware of the cooperative spirit that is essential between the director, parents and other staff members. All employees of the center, including support staff must have Pennsylvania Criminal Background Clearances, and Child Abuse Clearances. Employees who have direct contact with children must have FBI fingerprinting clearances.

Indicators

Center Owner/Director Qualifications

It is recommended that the director has the following qualifications:

- 2 years management experience
- 2 years tutoring/teaching experience in center's age population
- Certificate in Center-Specific Instructional Methodology
- Certificate issued by PA DOE
- 4 year Bachelor's Degree from an accredited University or College
- 18 credit hours in subject/s offered
- Evidence of post graduate study

Teacher Qualifications

It is recommended that the teacher has the following qualifications:

- 2 years tutoring/teaching experience in center's age population
- Certificate/Training in Center-Specific Instructional Methodology
- Certificate issued by PA DOE
- 4 year Bachelor's Degree from an accredited University or College
- 9 credit hours in subject/s offered
- Minimum of 100 hours teaching/tutoring experience

5a. Educational Program Objective

The educational curriculum is well constructed that include appropriate standards, solid instructional pedagogy, and appropriate assessment based on research and best practices. The educational programs offered at the centers are supported financially, reviewed intermittently, and support the center mission. They program is designed to meet and address the needs of the individual student and are designed to produce a clearly stated outcome. Effective policies and practices are written and dispersed. The program is implemented through use of appropriate instructional materials, technology, and equipment that is functional, well maintained, and safely situated.

Indicators for All Centers

- Programs are individualized to meet student goals
- The educational program is clearly written and given to parents and student at the time of enrollment
- The goals of the program support the center philosophy, and/or objectives.
- The educational program defines desired student outcomes and is written in terms of student process and product which may include understanding, knowledge, attitudes, skills, and habits.
- Written curriculum guides are updated, functional, meaningful, accessible, and in practice.
- Program objectives and process are clearly defined and reflect sound approaches based on current knowledge of child development and learning
- Resources required to implement the educational program are available and sufficiently funded
- Materials, resources and equipment are updated, sufficient, and supported financially
- Individual plan is designed based on ability of students while supporting the center's philosophy and/or objectives
- Curriculum and instructional policies and procedures are clearly written, providing direction to the center staff
- There is opportunity for improving the development and implementation of the educational program
- Staff is trained adequately in educational goals and instructional methods
- Enrollment and placement policies and procedures are clear, unbiased, equitable, and well managed
- The educational program, center policies and procedures, and information relating to the individual student and center management are written and given to students and parents at time of enrollment
- Center maintains adequate record-keeping and good communication with opportunity for student/parent conferences as needed
- The schedule provides a balance of activities and allows for flexibility
- Learning opportunities are provided in various forms, visual, auditory, written, interactive, to accommodate different learning styles

5b. Age-specific Indicators

Depending on the center, the following applies to their services;

For Centers with Preschool Learners:

- **The Preschool education programs provide supplemental experiences in early literacy, communication, problem solving, number skills, and/or other school defined subject area**
- **Materials, technology, equipment, activities, practices, and expectations are appropriate for young children's development and their families' cultures.**

For Centers with Elementary Learners

- **The elementary educational program provides supplemental instruction in language arts (including reading, speaking, writing, and listening skills), mathematics, science, social studies, foreign languages, and/or other school-defined subject area**
- **Materials, technology, equipment, activities, practices, and expectations are appropriate for children's development and their families' cultures.**

For Centers with Middle-School Learners:

- **The middle school educational program provides supplemental instruction in the basic subject areas of language arts (including literature/reading, speaking, writing, and listening skills), mathematics, the sciences, social sciences, foreign languages, and/or other school-defined subject area**
- **The middle school supplemental educational program provides experiences aimed at promoting critical thinking, reasoning, and problem-solving skills.**
- **Materials, equipment, activities, and expectations are appropriate for the early adolescent**

For Centers with Secondary Learners:

- **The secondary school educational program provides supplemental instruction in the basic subject areas of language arts and literature (including speaking, writing, and listening communication skills), mathematics, the sciences, social sciences, foreign languages and/or other school-defined subject area**
- **The secondary school program provides appropriate educational programs for those concluding formal study as well as those planning further education.**
- **Materials, equipment, activities, and expectations are appropriate for the adolescent learner**

For Centers with Adult Learners:

- **The adult educational program provides supplemental instruction in the basic subject areas of language arts and literature (including speaking, writing, and listening communication skills), mathematics, the sciences, social sciences, foreign languages, and/or other educational skills needed to achieve a specific goal**
- **Materials, equipment, activities, and expectations are appropriate for the adult learner.**

For Centers with SAT or College Preparation

- **The educational program provides supplemental instruction specific to the College Preparatory process**
- **SAT preparation provides test-taking skills current with testing procedures**
- **SAT preparation provides sample tests with result analysis as it pertains to current testing procedures**
- **College preparatory includes all aspects of the process as it pertains to the current admissions practice**
- **SAT/College Preparation will simulate test/interview to apply skills acquired**

6. Curriculum Objective

The structure of the curriculum should focus on individual student objectives as it pertains to literacy, communication, problem solving, number skills, language arts (including reading, speaking, writing, and listening skills), mathematics, science, social studies, foreign languages, study skills, test-taking skills, college preparatory skills and/or other school-defined subject area. The core of basic subject skills and learning should be flexible enough to provide for individual differences and student needs while setting achievable goals within a timeframe.

Indicators

- Focuses on the actual student objectives established upon enrollment and adjusts based on student performance
- Recognizes individual differences and the creative needs of each student
- Includes accelerated pace for enrichment

- Includes individual pace for remedial instruction

- Reflects a balanced program of subject areas and establishes essentials before advanced acceleration
- Ensures time elements are flexible and meet student needs

- Encourages student participation and interactive learning activities when applicable
- Is articulated with State and College entrance requirements when applicable
- Is continuously evaluated by staff and reexamined periodically

- Is designed for students to study individual subjects or a complete course of instruction
- Instructional materials reflect thorough preparation and adequate supply

- Subject materials are aimed at accomplishing comprehensive but specific goals in course areas are closely coordinated with the objectives of the school if pertinent
- How to, organizational, and study skills are the focus learning objective when pertinent
- A good correlated program of instruction is enhanced by cooperation of all staff
- Students may be grouped in specialized programs dependent upon individual differences and needs.
- The center utilizes standardized tests, teacher constructed tests, and other testing techniques to evaluate students and curriculum effectiveness
- Curriculum planning utilizes the results of students

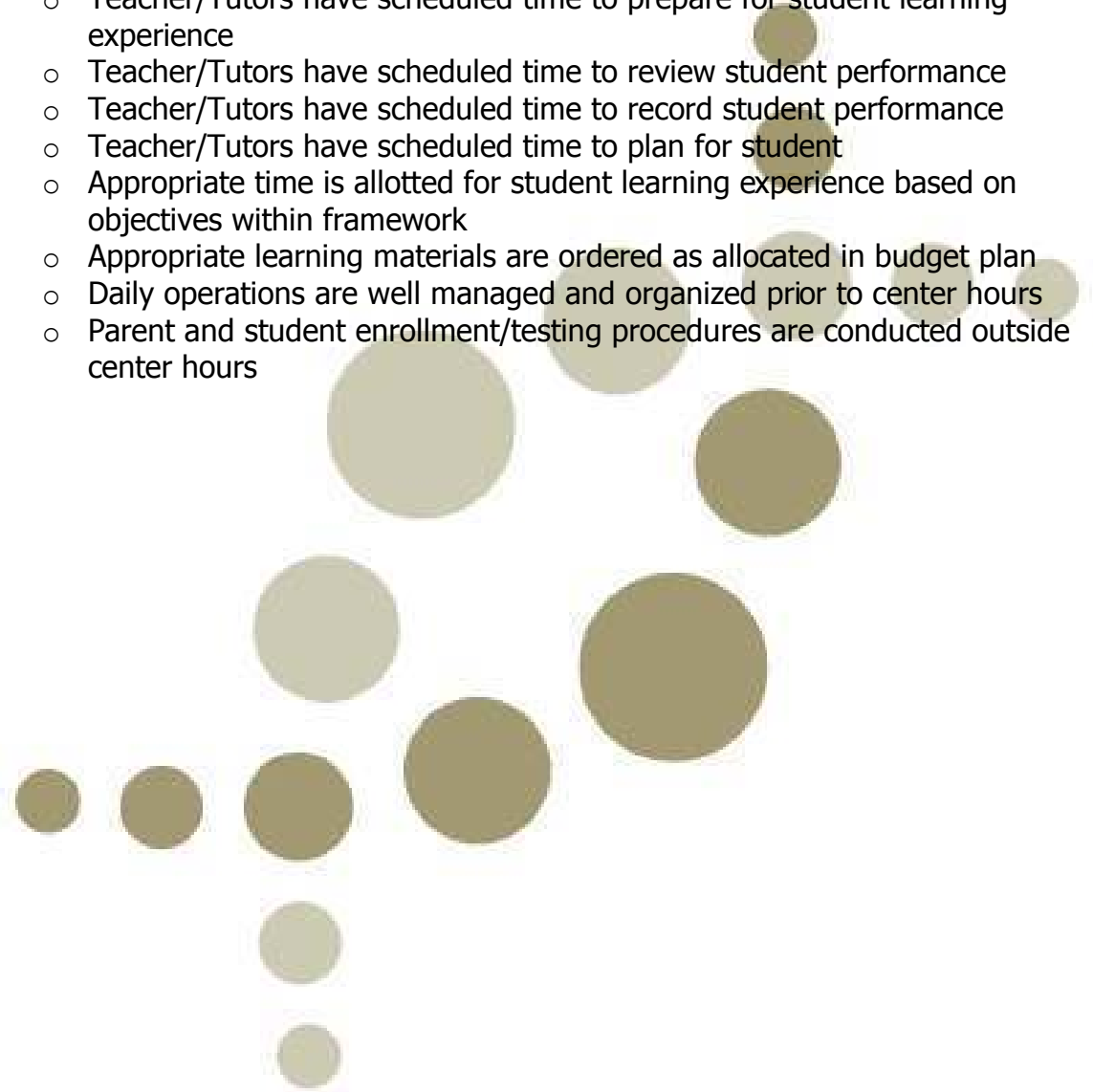
- The center keeps accurate records of graduates and other pertinent data

- The center keeps accurate records of State High School Exam, College Entrance Exam, or College Scholarship Exam results when pertinent

7. Planning Objective

The center provides time for short term and long range planning so that the overall philosophy is implemented, student individual objectives are realized, and daily center operations run efficiently.

Indicators

- Educational programs are planned in accordance with center philosophy
 - Teacher/Tutors have scheduled time to prepare for student learning experience
 - Teacher/Tutors have scheduled time to review student performance
 - Teacher/Tutors have scheduled time to record student performance
 - Teacher/Tutors have scheduled time to plan for student
 - Appropriate time is allotted for student learning experience based on objectives within framework
 - Appropriate learning materials are ordered as allocated in budget plan
 - Daily operations are well managed and organized prior to center hours
 - Parent and student enrollment/testing procedures are conducted outside center hours
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8. Facility Objective

The center; physical structure, space, furniture, equipment, all provide a safe, well-maintained environment that support positive student development, results, and achievement. The centers support the stated philosophy and/or objectives of the center while achieving student-defined objectives and results.

Indicators:

- The center; grounds, buildings, furnishings, and equipment are maintained to support the center's philosophy and/or objectives
- The center; grounds, buildings, furnishings, and equipment support achieving student defined objectives, and results.
- Facilities and equipment provide for the health and safety of students and staff, are regularly inspected for effective operation, and meet all code requirements for all health and safety
- Students and staff are trained in safe occupancy and use of facilities (such as through emergency drills).
- Facilities offer a variety of spaces for providing high quality programs and services and include appropriate accommodation for instruction, administration, conferences, student activities, and student services for all students of the center.
- Center meets student needs and effectively utilize the intended capacity of the facility
- Center has safe access and 2 point of egress

- Center has secure entrance or check in/check out procedure and written release form with signature
- Center provides comfortable Parent Waiting area

- Center is quiet and/or conducive to the learning objectives of the center

- Center is clean and welcoming to community and parents/children
- Center should provide adequate water, illumination, ventilation, heat, sanitary services, and meets health and safety code and fire requirements
- Center has secured private bathrooms not shared with other tenants or public
- The interior and exterior of the building provide a well-designed, attractive, and functional site

9. Insurance Objective

Each school is required to have liability insurance in order to provide protection to the school, students, and employees.

Indicators

- Proof of liability insurance certificate
- Proof of personal property insurance certificate



10. Health & Safety Objective:

A safe and healthy environment for teaching and learning is provided where preventive and emergency health and safety procedures are clear and well documented. The Center Director/Owner and teaching staff/assistant all use these methods and design programming that protect and insure each student's health and safety.

Indicators

- The center operation is productive and orderly
- Supervision of students in center is conducted by responsible personnel in accordance with state and local regulations
- Center size is the intended capacity of the facility
- Adequate written provisions are made to account for the students and maintain their health and safety
- Periodic fire drills and emergency evacuation procedures are conducted
- The school meets health and safety requirements of the local government authority
- The school has satisfactory procedures for evacuating the school building, for summoning assistance in case of fire or other emergency, and for accounting for all students and staff during drills and emergencies
- The school premises are maintained in a safe and healthy condition and meet local, state and national fire safety standards, including fire extinguishers, a satisfactory fire alarm system, and other safety devices.
- Written procedures, including crisis management plans, are in place and training programs and emergency drills are conducted to prepare students and staff to respond effectively to emergency situations.
- All employees of the school, including support staff must Pennsylvania Criminal Background Clearances, and Child Abuse Clearances
- Employees who have direct contact with children must have FBI fingerprinting clearances
- The center provides supplemental services that are non-discriminatory and contribute to the academic development of students
- A clearly defined written code of student conduct supports a safe and orderly environment that is conducive to learning and is understood by students, teachers, and parents
- The center ensures appropriateness according to the age, development, needs, and goals of students
- The center receives adequate financial support to meet student needs

11. Financial Objective

It is essential for a center to provide the educational opportunities defined in the center's philosophy, mission, beliefs, and/or objectives. The financial structure must be sound and show resources sufficient for proper operation, support, and obligation to the student while providing fair wages to the center's employees. It is advisable that each center employ the services of a Certified Public Accountant, or other financial professional, to audit or arrange its financial records in an efficient manner consistent with recognized business standards and accordance with local, state, federal tax requirements.

Indicators

- The financial resources reflected in a business plan are sound and show evidence of proper operation, support, and obligation to the students, staff, education and business community
- Those students enrolling in the institution are informed in advance of the financial obligations for attendance, withdraw policy, reimbursement policy, and any other required fees
- Staff are paid in accordance with all federal, state, and local laws
- Appropriate learning materials are ordered as allocated in budget plan
- The center has sufficient liability insurance to provide protection to the center, students, staff, and other employees
- The center ownership is defined as a sole proprietorship, partnership, corporation, franchise, parent company, subsidiary, division, or any other similar type of business organization further clarified as profit or nonprofit status
- The names and addresses of the Board of Directors, as well as the owner or owners of the school are current on file

12a. Policy Objective

Center Policies will be written in accordance with the overall center mission/philosophy and student individualized goals. Center Policies must be clearly written and presented to the student at the time of enrollment or staff at time of hire/interview. The Policies & Procedures of each center will be evaluated on the center's defined objective but must also possess the following.

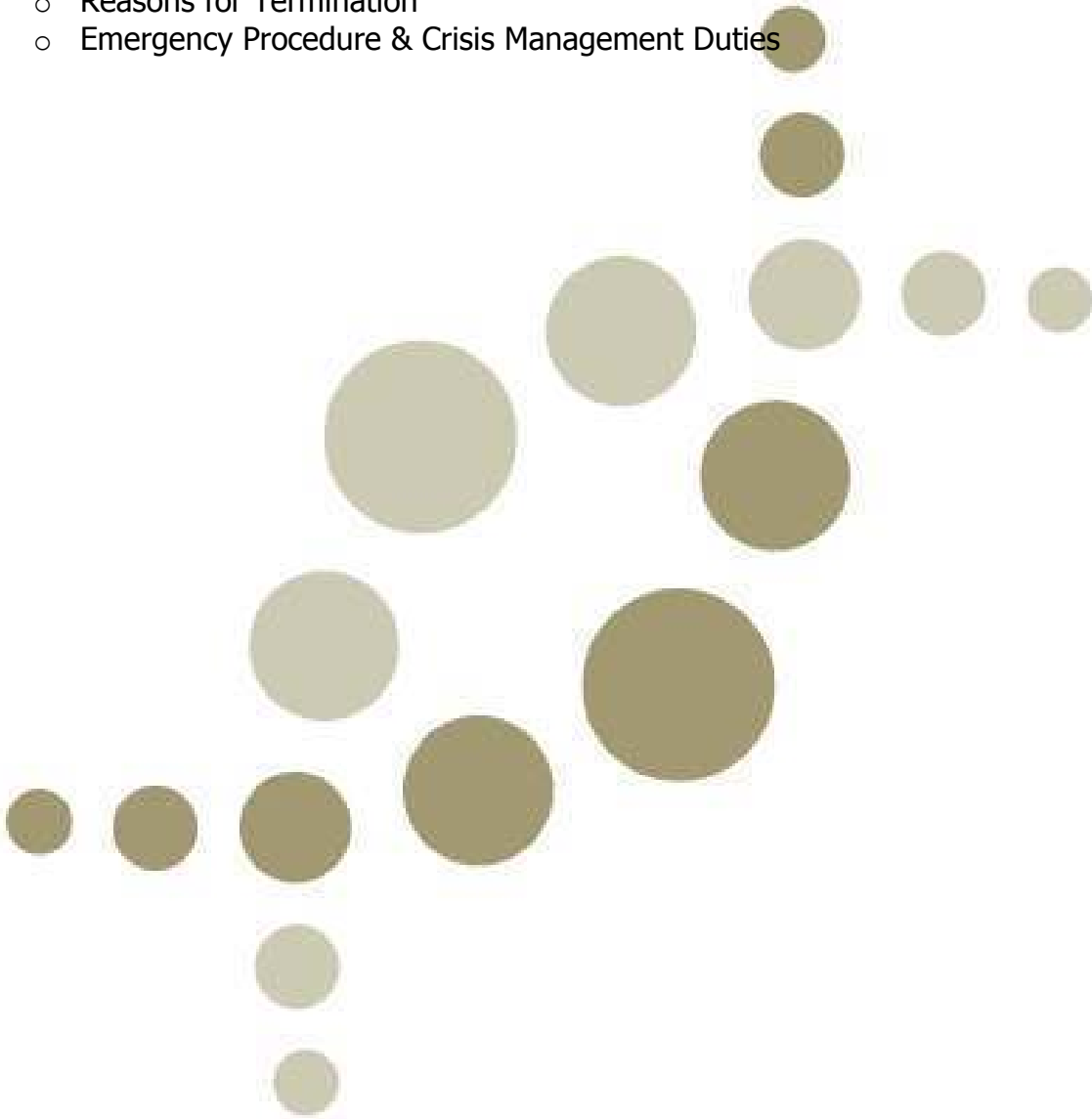
Indicators

- Center Philosophy/Mission
- Student Goals/Objectives
- Center Owner/Director
- Organizational design and staffing
- Types of Programs offered
- Grade level
- Student reporting and annual schedule
- Safety
- Parental participation and notification
- Complaint and Disclosure
- Technology capabilities
- Enrollment & Registration
- Assessments of student learning
- Tuition Collection
- Reimbursement
- Withdraw
- Transfer Student
- Center Annual Calendar
- Center Closing Policy
- Teacher/Tutor Qualification
- Discipline Policy/Code of Conduct
- Reasons for Termination of Tutoring services
- Drop-Off/Pick-Up
- Emergency Procedure & Crisis Management

12b. Staff Policies & Procedures

(Staff will be given above Policies & Procedures in addition to the following)

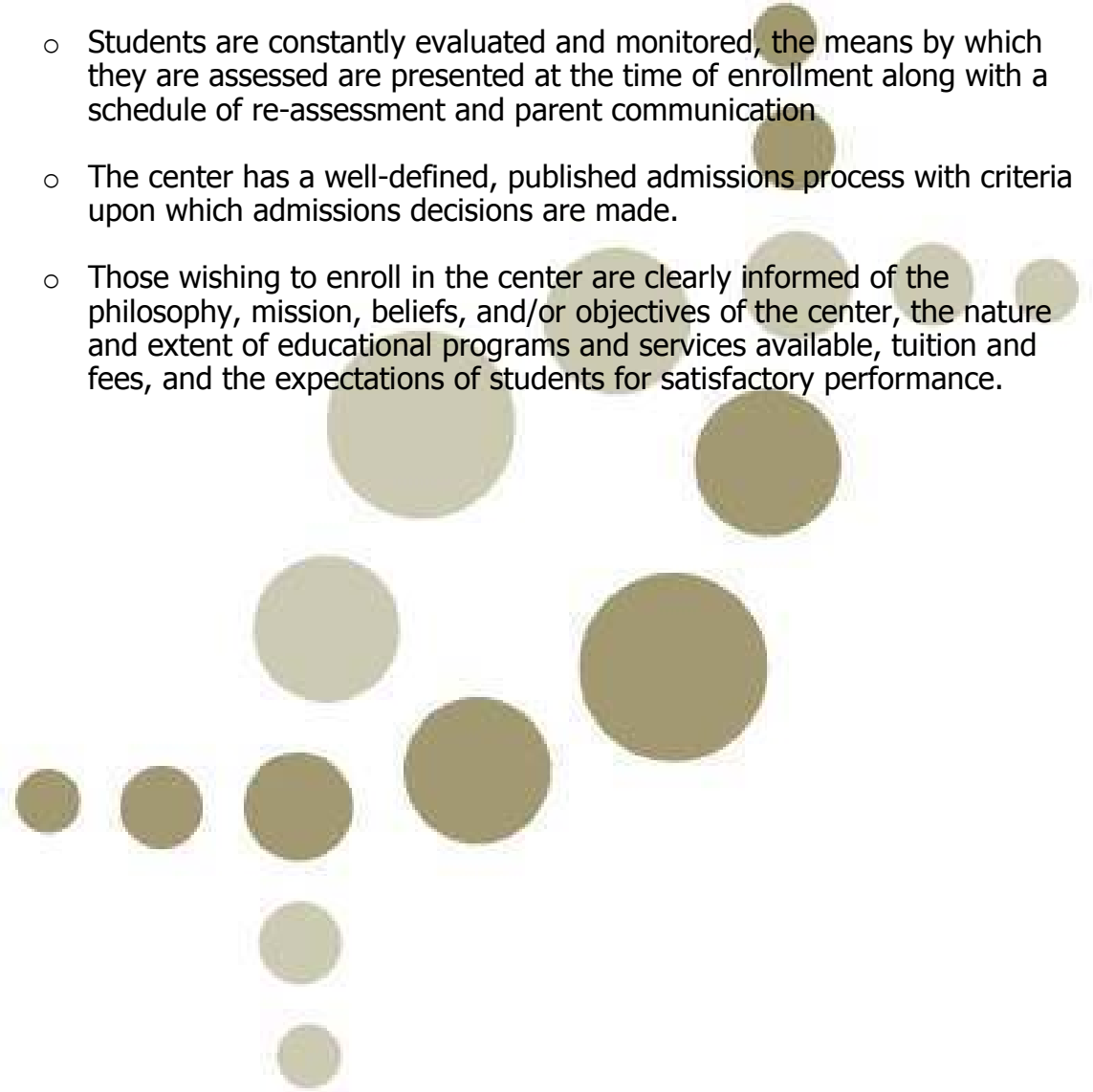
- Training Schedule
- Staff Meeting Schedule
- Evaluation Schedule
- Pay Rate and Schedule
- Description of Duties
- Reasons for Termination
- Emergency Procedure & Crisis Management Duties



13a. Enrollment Assessment Objective

Upon enrollment in the center, an assessment test must be administered to determine the individual student's strengths and weaknesses as it pertains to the subject area.

Indicators

- Specific and attainable goals are set depending on the results and the student's desired goal/s
 - Students are constantly evaluated and monitored, the means by which they are assessed are presented at the time of enrollment along with a schedule of re-assessment and parent communication
 - The center has a well-defined, published admissions process with criteria upon which admissions decisions are made.
 - Those wishing to enroll in the center are clearly informed of the philosophy, mission, beliefs, and/or objectives of the center, the nature and extent of educational programs and services available, tuition and fees, and the expectations of students for satisfactory performance.
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13b. Student Assessment Objective

The means by which student learning is assessed is not determined by the TEEI accreditation body. Evaluation is conducted on an individual center depending on each center's goals and philosophy as it pertains to each individual student's goals and objectives which are reviewed in its entirety. Student performance and goals must be defined within a framework, manner and time, and communicated to both the student and parent.

Indicators

- Tests are designed in terms of achievement indicators depending on the subject area
- Assessment is based on the individual's competence along with a plan to achieve a certain described goal
- The center may utilize standardized tests, teacher constructed tests, and other testing techniques to assess student ability
- The student's individual objectives are based upon the results of the tests and student performance
- Students are monitored as to whether they are achieving the defined goal within the framework, manner and time
- Students are informed of their progress every time they report to the center
- Parents are informed of their progress at minimum quarterly or upon request of the parent

14. Student Services Objective

The center should provide a coordinated program of activities directly associated with each student's need for self direction, evaluation, and educational objectives. All activities are geared to enabling the student to develop his/her full potential.

Indicators

- Effective procedures are established for identifying and addressing the special needs of students with learning differences
- Facility is accessible to all students, those with and without special physical needs
- The center has a well-defined, published admissions process with criteria upon which admissions decisions are made.
- Those wishing to enroll in the center are clearly informed of the philosophy, mission, beliefs, and/or objectives of the center, the nature and extent of educational programs and services available
- Tuition and fees, and the expectations of students for satisfactory performance are well defined

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15. Technology Objective

The institution should provide an opportunity for students to explore the technological advancements which would enable them to achieve their set of objectives. Learning media services and technology function as important tools which enhance the learning opportunities at the center. Well organized information resources reinforce knowledge, skills, and attitudes learned in other program areas and broaden minds by providing opportunities to conduct research and interact with information.

Indicators:

- Information resources and technology are of adequate scope, quantity, and quality to support the total educational program and encourage students and staff to broaden and extend their learning
- An information skills curriculum is provided to enable students to develop research and information literacy skills.
- Staff and students are encouraged to offer input into the types, quality, and format of the information resources and technology provided.
- Learning materials and technology are maintained in a manner that makes them accessible to students and staff. They are properly catalogued, housed, and periodically reviewed for relevancy.
- Learning media center and technology staffs are sufficient and appropriately qualified to provide effective service to students and staff.
- Adequate orientation to the use of the learning media services, its resources, and equipment is provided to staff and students.
- Learning media services and technology are appropriately supported through adequate funds provided in an annual budget.
- Long-range planning activities are in place to ensure that the center keeps pace with information and technological changes.

16. Community Involvement Objective

The center should serve as a resource for the community where those who require its services feel welcome.

Indicators

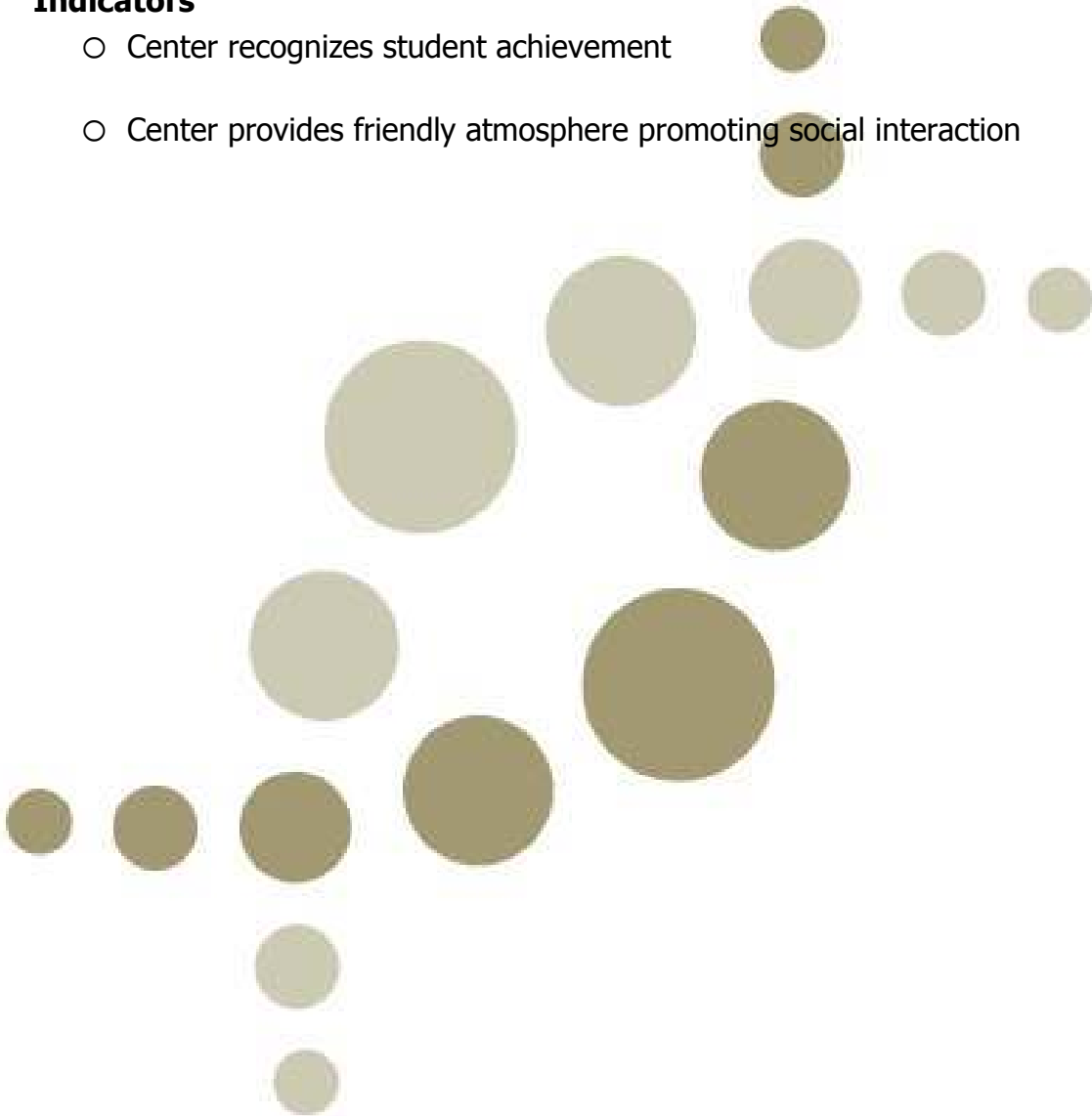
- Brochures with general information are distributed throughout the community regarding the philosophy, curriculum, staff, activities, special or unique features
- Tuition costs and expenses information is readily available to the community
- news events of interest are in community newspapers
- center is registered with the local chamber of commerce
- center is in yellow pages
- center has website
- center has relationship with local schools and shares information regarding student progress with teachers

17. Student Activities Objective

Center student activities are limited since the student will not be at the center for an extended period of time. Additionally, since the centers are supplemental in nature, they are a form of student activity which compliments the larger school system. Centers will provide an opportunity for students and families to form friendly relationships.

Indicators

- Center recognizes student achievement
- Center provides friendly atmosphere promoting social interaction



18a. Reporting Objective

Each center is to report responsibly and openly with students, parents, and TEEI. Reporting should be accurate and on an agreed schedule. Reporting indicators have been divided into two categories; Student Reporting and TEEI Reporting.

Student Reporting Indicators

- Details concerning the background of each student are best obtained at the time of admission
- Additional data is collected and interpreted as the student progresses in the instructional program
- A folder is used for each student and contains pertinent information which is easily available, objective, complete, and confidential
- Parents receive periodic progress reports, at minimum, on a quarterly basis from the center
- Parents may receive additional reports at their request
- Parents, teachers, counselors, and students confer on problems indicated by the reports
- Conferences may be academic or nonacademic in nature
- All student records are kept confidential.
- Review of records can be requested by parents on behalf of minor
- Staff is not free to discuss student details with other staff members unless it for safety purposes or as it pertains to the student's advancement.
- Progress Reports must be explicit in defining achievable goals or acquisition of skills
- Progress Reports must indicate a beginning point and a goal with projected time frame.
- Parent conferences may be arranged by the center formally or informally, depending on parental preference.
- Parents may request student progress meeting at any time.

18b. TEEI Reporting Indicators

- Centers are required to report any change in director/owner
- Centers are required to request an accreditation visit for a change in site
- Centers are required to report any change in contact information/address
- Centers are required to request an accreditation visit for a change in subjects offered
- Centers are required to report any change in corporation or business status
- Centers are required to report any incident of Child Abuse involving their center or a family incident at their center
- Centers are required to report any act of threat which may jeopardize the safety of the students at their center
- Accreditation Certificates are displayed in prominent areas with high visibility in school. Parents are encouraged to contact TEEI directly to report any complaints
- Annually, member centers will report the number of students who attended their centers organized by grade, age, or skill level
- For the first year, candidate centers will report the number of students who attended their centers along with data which includes;
 1. Student Name
 2. Student Grade
 3. Subject Enrolled
 4. Starting Point/Assessment Measures
 5. Summary of Progress/Length of enrollment
 6. Ending Point/Assessment Measures