



# **SELF-STUDY**

(v. 1.3)

**Anglican School Association**  
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*The Anglican School Association supports member schools in fulfilling the spiritual, intellectual, and moral objectives of an Anglican educational program by certifying that established standards to that end have been met and will be sustained by a continuous process of self-evaluation and self-improvement.*

## PREFACE

Accreditation employs a process of evaluation that combines internal self-scrutiny with an external review by a team of peers all in the shared light of the glorious gospel of the Lord Jesus Christ. Both the internal and external reviews can bring helpful and accurate observations, comments, and suggestions for the purposes of confirmation and improvement.

The *Self-Study* reflects the Association's interest in each school's efforts to meet the Standards of the Association and to provide the highest quality school program. The *Self-Study* is predicated on institutional self-examination and peer review that together, provide an accurate picture of the school so it can continue to operate responsibly and effectively as a ministry of the Church in the world. This model of self-study offers a school a traditional approach to self-reflection and planning, whereby the school responds to standards-based questions, and in doing so demonstrates compliance and current practice. The On-Site Visiting Team uses this self-reflection to answer the question, "Is the school doing what it says it is doing?" To those in the Anglican tradition, this will sound very similar to the regular episcopal visits of the church.

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## INSTRUCTIONS FOR COMPLETING SELF-STUDY

The Self-Study contains Standards and School Response sections and supporting materials as organized and described below. It is differentiated according to school size.

**Level One accreditation is for schools up to 50 students.** These school response questions are more general, and focus on making sure basic processes are in place to ensure accountability and effective mission.

**Level Two accreditation is for larger schools, from 51 to 150 students.** With a larger student population, more detailed answers to the school response questions are expected.

**Level Three accreditation is for schools over 150 students.** At this level, there are even more specific items that are required in the acceptable school response. The same standards for accreditation apply to all level schools. However, by differentiating the school response, we allow small schools to demonstrate their good faith, preventing accreditation from being used as a mere filter serving as a proxy for other non-educational considerations.

The Self-Study contains sections related to all ASA Standards in sections A-H: *Mission and Philosophy, Christian Formation in the Anglican Tradition, Curricular Effectiveness in Teaching and Learning, Governance and Leadership, Communications, Financial Review and Support Systems, Residential Program, and Early Childhood Program*. Each lettered section is a core area of the *Standards* and is followed by the School's Response questions to be answered by the school. Documentation needed for each section is listed at the end of the section, and is put together in summary fashion on the *Documentation of Standards of Excellence* checklist. The Lead Administrator is responsible to ensure the entire report is organized into sections, creating a complete report. In recognition of the process of self-discovery often experienced by schools working on a self-study, the school is required in each standard section to highlight both the strengths and areas needing improvement for the school that are discovered during this response process. The completion of an effective self-study traditionally takes six to twelve months depending on the size and complexity of the school.

The process for completion of the *Self-Study* is:

1. Once the *Application for Accreditation* is approved, the school may begin the *Self-Study* by downloading the *Accreditation Handbook* and *Self-Study Template*. The Lead Administrator shall develop a plan for completing the self-study. ASA strongly advises that the Lead Administrator not be the sole or major author of the report. Rather, a committee, under the direction of the Lead Administrator, should be formed from the school community. Depending upon the size and complexity of the school, the committee may oversee report section subcommittees, or the committee may provide most of the authors of the report. Ultimately, administration, faculty, clergy, staff, trustees, parents, students, and alumni – what shall be referred to as the entire school community - should all have a voice and a role in the study.
2. The *Self-Study* template (*Word* document) should be downloaded from the association's website, <http://anglicanschools.org/>, so answers to questions can be inserted into the report. The *Accreditation Handbook* explains the process and should be first for answers to questions. If they are

not answered in the *Handbook*, feel free to contact your ASA contact person assigned to you when your application was approved.

3. Report writers should read *Standards* for each section and then its accompanying questions in the School's Response areas. The final report must contain the questions and answers in the School's Response, as well as a reference to any documentation used to support the answers. If a question does not pertain to a school, include the question and indicate it is not applicable (N/A). In the spirit of openness and with a shared goal of school improvement, answers should be as complete and honest as possible, yet succinct.
4. Each completed section of the *Self-Study* shall conclude with the names and titles of those members that wrote that section, with the chair/point person for each section indicated. Each section should also include a reflection by the section authors on what has been learned as part of their contribution to the section. Sections should be organized in the order indicated below.
  - Cover Page
  - Table of Contents
  - School *Annual Report*
  - Introduction – Lead Administrator Letter I
  - Standards A: *Mission and Philosophy*
  - Standards B: *Christian Formation in the Anglican Tradition*
  - Standards C: *Curricular Effectiveness in Teaching and Learning*
  - Standards D: *Governance and Leadership*
  - Standards E: *Communication Between School and the School Community*
  - Standards F: *Financial Review and Fundamental Facility and Services*
  - Standards G-H (where applicable)
  - Reflections & Conclusions – Committee Report
  - Summary - Lead Administrator Letter II
  - Documentation of Standards of Excellence [*The table (list) of documents is included in the Self-Study report, but the completed documents are assembled in a document "box."*]
  - Appendices [*Appendices are not included in the Self-Study report, but the completed documents are included in the documents "box."*]
5. *Self-Study* pages should be numbered, and back-to-back printing is preferred. Section dividers should be labeled and clearly tabbed. The entire report should be presented in one binder, spiral or 3-ring, and should be as compact a document as possible. NOTE: Reports sent to the ASA Office will not be returned to the school. A digital version of the entire report should be created as one file.
6. *Documentation of Standards of Excellence* is a list of documents made available to the Visiting Team Leader at the time of the Pre-Visit and the Visiting Team at the time of the On-Site Visit. The documents must be organized in a "documents box" with one file folder per document clearly labeled by *Self-Study* section letter, item number, and document name.

The Self-Study must be completed and distributed as per "Report Presentation" instructions in the *ASA Accreditation Handbook*. This must be done no later than one month prior to the scheduled visit.

The Self-Study is truly intended as an opportunity to learn about the process of education going on in the school, determine its agreement with the scope and sequence, and other policies of the school. In light of this learning, either standards can be adjusted in the light of practice, or practice can be brought into agreement with standards. Either way, the school will have helped to unite the theory and the practice of school. This will ultimately be to the benefit of the entire school community, for the Glory of God.

# ASA SELF-STUDY



# COVER PAGE FOR ASA *SELF-STUDY*

**School Name:**

**School Address:**

**City, County, State, Zip:**

**School Website:**

**School Phone #:**

**School Year** \_\_\_\_\_

*Completion of this section indicates that this Self-Study has been reviewed and approved by the Lead Administrator and Board Chairman*

\_\_\_\_\_  
**Lead Administrator (printed name)**

\_\_\_\_\_  
**Lead Administrator (signature)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Chairman of Board of Trustees (printed name)**  
\_\_\_\_\_  
**Trustees (signature)**

\_\_\_\_\_  
**Chairman of Board of**

\_\_\_\_\_  
**Date**

***Committee Chair (Self-Study Coordinator):***

Name: \_\_\_\_\_

Signature \_\_\_\_\_

***Committee Members:***

***Name:*** \_\_\_\_\_

***Signature*** \_\_\_\_\_

***Name:*** \_\_\_\_\_

***Signature*** \_\_\_\_\_

***Name:*** \_\_\_\_\_

***Signature*** \_\_\_\_\_





# ***CHECKLIST FOR ANNUAL REPORT*** (v.1)

ASA requires a school to submit an *Annual Report*. The checklist below should be used assure that all elements of the report are included. The report sections should be tabbed and labeled accordingly.

✓	<b>Item</b>
	1. <i>Cover Page</i> signed by both the Lead Administrator and Board Chairman.
	2. Table of Contents page
	3. <i>Annual Report Checklist</i>
	4. An <i>Introduction Letter</i> describing the major changes that have occurred, such as but not limited to a new Administrator or Rector, bylaw changes, program modifications, grade levels added or removed, significant financial development/resolution, or major construction or land acquisition.
	5. <i>Recommendations</i> – (for accredited school) Each recommendation not completed in previous report must be stated in full, followed by an explanation of how it has been addressed, how it is being addressed, or why it has not been addressed, along with copies of new policies or other evidence that demonstrate that the ASA recommendation has been met.
	6. Review School Mission, Philosophy and Virtues and describe ongoing concerns and efforts being taken to address those concerns.
	7. Review the process of Christian Formation and describe ongoing concerns and efforts being taken to address those concerns.
	8. Review Scope and Sequence of Curriculum, and describe any changes or concerns and efforts taken to address.
	9. A <i>financial review</i> completed for the most recent fiscal year and accompanying management letter and budget, with explanation of plan to address any deficit.
	10. <i>ASA School Safety Checklist</i> , signed by the Lead Administrator, with all supporting logs and certificates.
	11. Conclusion - An explanation of ways that the <i>work on this report</i> has informed the school's understanding of issues addressed. Based on what has been learned, what suggestions does the school have for addressing these issues?

# ***LEAD ADMINISTRATOR LETTER I - INTRODUCTION***

The Lead Administrator should provide a narrative introduction to the *Self-Study* that includes, but is not limited to, the following:

1. A brief history of the school
2. The school's current mission statement, noting when it was last updated
3. The school's Anglican affiliation
4. The current location and physical description of the school
5. The "state of the school"
  - a. Prominent strengths of the school.
  - b. Major changes that have occurred in the last 5 years.
  - c. Recent improvements for which the school should be commended.
  - d. Significant challenges that the school faces.

## ***A. MISSION***

### ***A.1. State and explain the mission of your school.***

#### SCHOOL RESPONSE

1. Show that the mission is Biblical and in keeping with Anglican formularies.
2. How is the mission communicated to the school community?
3. How does the mission shape the school's operational, planning, and decision-making practices?

### ***A.2. State and explain your school's philosophy of education.***

#### SCHOOL RESPONSE

1. How is your philosophy of education in keeping with your mission?
2. Show that your philosophy of education builds on a Biblical view of the student and of the teacher.
3. How does your philosophy of education position the school in light of the Biblical responsibilities of parents and the parish church?
4. How is your philosophy of education communicated to your staff?
5. How does your philosophy of education guide your staff in promoting spiritual formation and Christian virtue among students and maintaining a school environment that is Christian?

### ***A.3. Explain how your school guards against mission drift.***

#### SCHOOL RESPONSE

1. What process/guidelines are used to assess the school's incarnation of the mission? Who, in addition to the Rector, is involved, and how often is this assessment done?
2. How is this evaluation communicated to the school community?

#### SCHOOL RESPONSE—OBSERVATIONS AND CONCLUSIONS

1. What are your school's greatest strengths in the area of mission & philosophy?
2. What needs improvement? What is your plan to address these needs?

<b>Section</b>	<b>#</b>	<b>Description of Supporting Documents</b>	
<b>A. Mission</b>	1	The published mission of the school.	
	2	Statement of school philosophy.	

	3	Process for periodically evaluating the school’s faithfulness and effectiveness implementing its mission.	
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## ***B. CHRISTIAN FORMATION IN THE ANGLICAN TRADITION***

***B.1. Give the credal/formulary basis for your school’s daily worship and discipleship of students.***

SCHOOL RESPONSE

1. What formularies, creeds, and confessions frame your school’s Christian/Anglican identity?
2. How are students and faculty informed of the Biblical basis for these formularies? How are they used in student discipleship or staff professional training?
3. How are the school and parish brought together around your Christian/Anglican identity?

***B.2. Provide samples of the liturgy used in your school for daily worship (Matins).***

SCHOOL RESPONSE

1. Show that your worship liturgy is consistent with the offices/services found in the *Book of Common Prayer*.
2. Explain how your school trains students in the habits and Anglican heritage of daily worship—the reverence, the prayers, the hymns and chants that make up this heritage.
3. What evidence shows that daily worship informs and influences the life of the school?

***B.3. Explain your school’s commitment to “one holy catholic and Apostolic Church”—men from “every tribe, tongue, people, and nation” united by the Holy Spirit in the One Body of Christ.***

SCHOOL RESPONSE

1. How does the school avoid discrimination based on racial, cultural, social, or economic factors?
2. How does the school respect other branches of Christ’s Church while remaining true to its Anglican identity?
3. How is pastoral oversight provided for in the school community?

***B.4. State your school’s goals for the Christian formation of students.***

SCHOOL RESPONSE

1. Where, in the school’s public documents, can these goals be found?
2. How do these goals influence your admissions process? The hiring and orientation of personnel? The school code of conduct and disciplinary policy?
3. Provide the scope and sequence of your school’s Bible instruction.

4. How does your Bible instruction align with your goals for Christian formation?

***B.5. Describe how your school fosters service to others among your students.***

SCHOOL RESPONSE

1. In what ways does your school train students to honor authority, show courtesy, and put the interests of others before their own?
2. Describe any service projects or partnerships the school has developed to enhance students' awareness of duty to others.

***B.6. Describe your school's hiring process.***

SCHOOL RESPONSE

1. What means are used to determine that employees are active, baptized members in good standing of some branch of Christ's Church?
2. How are Christian virtues and practices fostered among employees? How do they receive pastoral care in the school community?

SCHOOL RESPONSE—OBSERVATIONS & CONCLUSIONS

1. Reflect upon the role of your school's Anglican identity, school environment and culture, and instructional program in the Christian formation of students. What are your school's greatest strengths?
2. What are the areas that need improvement? How does your school plan to address these weaknesses?

		<b>Description of Supporting Documents</b>	
<b>B. Christian Formation in the Anglican Tradition</b>	1	Order of service used in the daily office/chapel service, with age group/school division indicated. Sources for music, prayers, Scripture lessons should also be indicated.	
	2	Programs from graduations and other ceremonial events	
	3	Scope and sequence of the Bible curriculum used in the school.	
	4	Policy governing expectations for Christian service as part of schooling, and evidence of implementation.	

## **C. CURRICULUM**

### ***C.1. Explain and evaluate your curricular Scope and Sequence and Curriculum Notebook(s).***

#### SCHOOL RESPONSE

1. By what process does your school develop its written curriculum, defining the essential educational objectives for all grade levels? How often is this Scope and Sequence updated?
2. What external resources, if any, guide the development of this Scope and Sequence?
3. How is the school day apportioned between academic and non-academic activities? What is the daily schedule for each of your grades?
4. Explain your school's process for providing needed teacher materials, textbooks, and technology. Who decides what to purchase and how much is needed?

### ***C.2. If applicable, explain your school's graduation goals and requirements.***

#### SCHOOL RESPONSE

1. How well do your graduation requirements match college entrance requirements? How do you determine this?
2. Do your student transcripts show that graduation requirements have been met?
3. How do you evaluate whether your graduates have obtained the skills for life-long learning and are lovers of Truth, Goodness, and Beauty?
4. How do you determine that alternative or supplemental courses accepted by the school are in keeping with your school's mission, philosophy, and goals?

### ***C.3. Explain how you assist students who are unprepared for your curriculum or unsuccessful in achieving it.***

#### SCHOOL RESPONSE

1. How do you help transfer students succeed in the school's instructional program?
2. When, if at all, do you use professional diagnostic testing of learning differences? How are these assessment results used for classroom accommodations and placement?
3. What policies govern contract professionals who offer supportive services (e.g., counselors, tutors)?
4. What policies govern credit recovery for high school students who fail required courses? How is credit recovery work indicated on the high school transcript?
5. Under what circumstances are students retained at grade level for more than a year? Who makes this decision?
6. Under what circumstances may students be dismissed from school for academic or work habit reasons?

### ***C.4. Describe your teacher evaluation and professional development.***

SCHOOL RESPONSE

1. How are new teachers mentored?
2. How are teachers periodically evaluated? What standards of excellence are they given in advance? Is remuneration tied to evaluation?
3. What plan, if any, is in place for the professional development of teachers?
4. What undergraduate or graduate degrees do you require of your teachers? Under what conditions will you hire teachers lacking the degrees you require?
5. Justify the workload given to full-time teachers. Are adequate breaks and planning times provided in their schedules? Are extra duties reasonably limited?

***C.4. Describe any standardized testing used at your school.***

SCHOOL RESPONSE

1. What nationally normed test do you use? Why that particular one?
2. How are test results used to inform curricular evaluation?

SCHOOL RESPONSE—OBSERVATIONS & CONCLUSIONS

1. What are your school’s greatest strengths in teaching and learning?
2. What areas need improvement? How does the school plan to address them?

		<b>Description of Supporting Documents</b>	
<b>C. Curriculum effectiveness in Teaching &amp; Learning</b>	1	Scope and sequence of the curriculum which indicates sources/ publishers of curricular materials. Sample curriculum notebook, if any, given to teachers.	
	2	Course syllabi for all courses indicated on the high school transcript.	
	3	Graduation requirements.	
	4	Sample report cards and transcripts.	
	5	Policies governing report cards and transcripts.	
	6	Copy of instrument used for faculty evaluation.	
	7	Policy governing supplemental services offered by faculty or outside professionals.	
	8	Evidence of administration of nationally normed test	



## **D. GOVERNANCE AND LEADERSHIP**

### ***D.1 Describe your school's governance/leadership as set forth in the school by-laws.***

#### SCHOOL RESPONSE

1. Explain the annotated wire diagram of your school's governance. In particular, clarify the areas of responsibility and lines of authority among the school head (rector), the lead administrator, and the board of trustees/vestry committee.
2. How do your by-laws describe the school headship responsibilities of the rector of the parish? Does he oversee the character and culture of the school?
3. What financial oversight responsibilities are given to the school board of trustees and/or the parish vestry?
4. How is this board of trustees or vestry committee chosen? Is this process clearly laid out in the by-laws? How are they oriented to their responsibilities?
5. How is the lead administrator accountable to the rector for the effective administration of school operations? How and when does communication happen among the school administration? Who attends any such meetings?
6. How does the contract for the lead administrator address expectations, evaluation, compensation, possible early termination? What is the timeline for the renewal/non-renewal of the lead administrator's contract?
7. What plans are in place for possible transition in administration?

### ***D.2 Describe the administrative Policy and Procedures notebook.***

#### SCHOOL RESPONSE

1. Are the procedures and forms for everyday operations, including safety procedures, maintained in updated form? How is the notebook maintained and updated?
2. What protocols are in place to ensure the school program meets or exceeds state regulations and licensing regulations, as applicable?

### ***D.3 Describe the lead administrator's oversight of school personnel.***

#### SCHOOL RESPONSE

1. How are employees recruited, hired, oriented, and evaluated?
2. When and how is each employee informed of his/her compensation, terms of employment, and primary responsibilities?

3. How does the lead administrator ensure that the school's personnel policies (on and off campus) are in compliance with applicable parish canons and civil laws?
4. Does the school maintain a regularly updated *Employee Manual*?
5. How does the lead administrator encourage and develop the implementation of the mission by teachers and staff?

***D.4 Describe the nature and maintenance of school records.***

SCHOOL RESPONSE

1. What employee, student, graduate, medical, and financial records does the school permanently maintain? Where are these records stored?
2. Who is responsible for the accuracy and security of these records? Who has authorized access to them?
3. How are these records secured against loss, identity theft, fire/water damage, unauthorized access? What backup system is in place for them?
4. Do school records comply with applicable civil guidelines and codes?

***D.5 Explain how the goals and long-term viability of the school are protected (i.e., the risk-management plan).***

SCHOOL RESPONSE

1. Briefly explain the school's risk management plan and protocols as they pertain to property damage, lawsuits, inadequate financing, student safety, employee conflict.
2. Does the school have any litigation pending or threatened? If so, please explain.
3. What insurance coverage does the school maintain? Who reviews its adequacy and makes decisions about coverage?
4. What policies are in place regarding grievances and conflict resolution? Anti-harassment or sexual abuse? Conflict of interest among administration, teachers, or staff?

***D.6 Describe any parent organizations connected to the school community.***

SCHOOL RESPONSE

1. How is the parent group organized? Who may be a member?
2. How do its activities advance the mission and program of the school?
3. Who supervises the activities of the parent organization? How are the rector and lead administrator kept informed about it?
4. What protocols govern the distribution of any funds generated by the parent organization?

SCHOOL RESPONSE—OBSERVATIONS AND CONCLUSIONS

1. What are your school's greatest strengths in governance and leadership?
2. What areas need improvement? How does the school plan to address them?

		<b>Description of Supporting Documents</b>	
<b>D. Governance and Leadership</b>	1	Where applicable—the school’s charter, constitution, by-laws, articles of incorporation/certificate of formation, non-profit status (If the school is not separately incorporated, show that the school is, by charter, affiliated with a legally constituted not-for-profit church.)	
	2	A copy of the board of trustee’s/vestry committee’s current calendar (including board committees’ meetings) and minutes/ summaries of any meetings over the last three years.	
	3	Annotated wire diagram of the school’s governance.	
	4	A copy of the board policies, including but not limited to, policies governing finances, property use and maintenance, student safety, grievance and conflict resolution, school records.	
	5	Copy of the instrument, if any, used to evaluate the lead administrator.	
	6	Copy of Lead Administrator’s contract with remuneration included. Place in sealed envelope with signature across the seal to be made available only to the Team Leader of the Visiting Team.	
	7	Updated <u>Policy and Procedures</u> notebook	
	8	Parents organization bylaws, and list of financial accounts	
	9	Employee handbook	
	10	Verification and summary schedule of the school’s insurance coverage: fire and theft, auto loss or damage from owned or non-owned vehicle, general liability/accident or injury, umbrella excess liability, property and casualty, scheduled property, errors or omissions or professional liability, directors/ liability, workers’ compensation, other (such as student supplemental medical coverage, flood, business interruption, special events coverage)	
	11	Evidence that satisfactory background checks have been made on all employees and frequent volunteers, including third party providers and others working in programs that operate outside of the school day/year (such as before and after school care, weekend and summer programs. Include evidence that anyone working with students on a regular basis, within or outside the school day/year, has been certified/re-certified in church approved training, in accordance with diocesan requirements (if applicable).	



## ***E. COMMUNICATION***

### ***E.1 Describe scheduled meetings and other means of communication used within the school.***

#### SCHOOL RESPONSE

1. How often and by what means do administrators communicate with one another and with the parish staff?
2. How often and by what means do administrators and teachers communicate with one another?
3. Who gives the annual review and report of school operations at the Annual Parish Meeting?

### ***E.2 Describe how the school community is kept informed about the school and its activities.***

#### SCHOOL RESPONSE

1. How do you ensure that school office receptionists and other staff who regularly interact with the public are appropriately professional, cheerful, courteous, and knowledgeable?
2. How are parents informed about changes in schedule or operations due to severe weather or other contingencies?
3. Describe how parents, grandparents, and other interested parties are kept informed on a regular basis about school activities.
4. How do teachers on a regular basis keep parents informed of their child's academic progress and behavior? How are parents able to communicate with teachers?
5. What provision is made for parent-teacher conferences?
6. How does the school keep up with its graduates? How does it make use of information about them?

### ***E.3 Describe the school's communication with the larger community.***

#### SCHOOL RESPONSE

1. What media and publications present your school to the larger community? If this includes social media, how do you protect the appropriateness of what is said on such sites? Are your Anglican identity, mission, and philosophy clearly presented?
2. How do you market your school to the larger community?
3. Who develops the marketing plan and ensures that marketing materials are current, accurate, and faithful to the mission and strategic plan of the school?
4. What means are used to evaluate the effectiveness of your marketing plan?

#### SCHOOL RESPONSE—OBSERVATIONS AND CONCLUSIONS

1. What are your school's greatest strengths in the area of communications?
2. What improvements are needed? How does the school plan to address them?

		<b>Description of Supporting Documents</b>	
<b>E.Communi cation</b>	1	Copy of the school report at the last Annual Parish Meeting.	
	2	Copies of promotional materials marketing the school or its programs.	
	3	Samples of forms used in parent-teacher conferences, discipline forms, and academic progress reports.	
	4	Any recent capital campaign and/or major fund-raising initiative communications	
	5	Samples of office and teacher communications with parents	
	6	Copies of the school newsletter and any other recurrent school publication.	
	7	Evidence of exit interview process for non-returning parents.	
	8	Marketing plan.	

## ***F. FINANCIAL REVIEW AND SUPPORT SYSTEMS***

### ***F.1 Explain the school budget and financial reports.***

#### SCHOOL RESPONSE

1. What financial reports are provided to the board of trustees/vestry committee? Who provides these reports? By what process and on what schedule?
2. What policies and practices assure that all revenues generated by the school or in the name of the school are included in the school's chart of accounts and financial reports? List all the groups that raise money for the school and describe how the funds are managed.
3. Explain the budget creation timeline and who participates in the process. How and by whom are funding priorities determined?
4. What percent of the annual budget is derived from non-tuition and fees in the last three years? If the school has an endowment or other designated funds, what controls are in place to ensure proper management of these?
5. What is the policy for determining contributions to an emergency fund?
6. Detail any upcoming capital projects and how they will be funded. Are they budgeted, adequately funded and staffed prior to commencement?
7. If the annual budget shows a deficit, explain how the shortfall affects the school. What plans are in place to ensure future financial stability?

### ***F.2 Describe the independent financial review or audit.***

#### SCHOOL RESPONSE

1. Describe the school's accounting procedures.
2. What measures are taken to see that the school's business office operates in accord with "generally accepted accounting principles" (GAAP)? Are the budget and financial reports generated in accord with GAAP?
3. What is the school's schedule for financial audit/review? Is this audit/review performed by a qualified professional (CPA or denominational auditor)?
4. What is the process for resolving problems revealed by the financial audit/review?

### ***F.3 Describe the school's campus and physical facilities.***

#### SCHOOL RESPONSE

1. Are current facilities adequate for the school's needs? Is there adequate storage for instructional materials, outdoor equipment, and maintenance supplies and equipment? If not, what plan is in place to provide them in the future?
2. How are facilities regularly cleaned and maintained?
3. How are outside areas, including playgrounds and athletic fields, regularly inspected, secured, and supervised with an appropriate ratio of adults to children?
4. If the school lacks a library, how are children instructed in the effective use of alternate resources (e.g., public library, internet)?

**F.4 Describe your school’s safety measures.**

SCHOOL RESPONSE

1. What is your *School Safety Checklist*? How do you ensure that it is followed?
2. What safety certifications do you require of your employees?
3. What code of conduct do employees follow to secure child safety, manage student health and injury, and prevent sexual misconduct/assault and child abuse? How are employees instructed in this code?
4. How is the campus secured from intrusion? How are students supervised who are outside of class but still on campus?
5. How does the school ensure that children are released only to legally designated adults? How do you handle cases in which child custody is shared between divorced/separated parents/guardians?

SCHOOL RESPONSE—OBSERVATIONS AND CONCLUSIONS

1. What are your school’s greatest strengths in the areas of finances, facilities, and safety measures?
2. What improvements are needed? How does the school plan to address them?

		<b>Description of Supporting Documents</b>	
<b>F. Financial Review and Support Systems</b>	1	Annual budget, chart of accounts, and copies of last year’s financial reports.	
	2	School’s audit/review schedule, schools accounting procedures	
	3	Evidence of annual financial review with an accompanying management letter.	
	4	Last five years’ faculty salary schedule, and median faculty salaries and lowest faculty salaries paid each year.	
	5	Certificate of Occupancy and facilities sharing agreement with church (if applicable).	
	6	Checklist to ensure physical facilities are clean and maintained according to standards.	
	7	Current Master Site Plan with all classrooms, offices, restrooms, points of egress, storage, utility connections, electric panels and HVAC units.	



	8	If the school has bank or mortgage debt, or has issued bonds, a list of the lender covenants and the school's evidence of compliance with covenants.	
	9	Federal 990 tax returns for the last five years (if applicable)	

## ***G. RESIDENTIAL/BOARDING PROGRAM (if applicable)***

### ***G.1 Describe the boarding program.***

#### SCHOOL RESPONSE

1. What is the history of the residential program at the school?
2. How does the school balance academic and residential life? Describe tutorial, enrichment, weekend, evening, and/or vacation activities offered and explain their scheduling. Who oversees these activities and how many students typically participate?
3. Describe the school's residential life curriculum, formal and informal. What values and social responsibilities are being taught? How are day and boarding students encouraged to collaborate and engage with each other? Who oversees the program?
4. Describe the dormitory facilities—the housing structure and assignments. Describe each student's personal space. If students from other schools share the dormitory facilities, explain how the spaces are designated and who makes the decisions about this.
5. Describe the process for keeping current the necessary SEVIS certifications. (If the school enrolls international, non-immigrant students who board, the school shall be a SEVIS (Student Exchange and Visitor Immigration Service), a branch of the Department of Homeland Security) certified school.) Who is in charge of this?

### ***G.2 Describe the training and supervision of residential staff and support personnel***

#### SCHOOL RESPONSE

1. What qualifications are expected of dormitory staff? Who supervises them? How are they oriented, trained, and evaluated? If the residential program is a joint venture with other schools, explain how the supervisory responsibilities are assigned and how the residential staff is selected, oriented, and supervised.
2. If the school uses an outside agency/consultant to place students, does that agency/consultant provide any supervisory or counseling personnel? If so, how does that coordinate with the school's program, and who are the decision-makers?
3. Describe the supervisory responsibilities for student residential leaders (proctors, prefects, etc.). How are student leaders trained and supervised?

### ***G.3 Describe measures ensuring student safety and support.***

#### SCHOOL RESPONSE

1. How does the school assure the safety of students outside the academic day? Describe the system of accounting for students, and list the person/people overseeing it. If the residential program is a joint venture with other schools, explain the system of accounting.
2. Describe the support structure that the school applies to all residential students and their families. That is, explain how the school supports these students in their academic and personal experiences. Give several examples of the school functioning *in loco parentis*. Who oversees this support structure?

3. Describe any additional components of the support system that the school applies to international students and their families. Explain how the school supports these students in their academic efforts, personal experiences, and immigration requirements if different from the response in #2. Describe the underlying philosophy for the number of international students admitted/enrolled.
4. Explain how the school keeps boarding students safe from harmful relationships. What specific training does residential staff receive on boundary issues with students?
5. What health care and counseling resources are provided for boarding students?

		<b>Description of Supporting Documents</b>	
<b>G. Residential, Boarding Program</b>	1	Calendar of events and schedule(s) applicable to boarding students.	
	2	Outline of the school's residential life curriculum.	
	3	Site map of the dormitory or residential facilities.	
	4	Annotated wire diagram of governance of residential program, from administration to student leaders.	
	5	Residential student safety plan.	
	6	Listing of school support services for residential students.	
	7	Evidence of SEVIS certification and immigration compliance.	

## ***H. EARLY CHILDHOOD PROGRAM (If applicable)***

### ***H.1 Describe your early childhood program(s) (infant care through Kindergarten)***

#### SCHOOL RESPONSE

1. What are the purpose and goal of your early childhood program? How does the program further the overall mission of your school? How does your program take into account the developmental and spiritual needs of very young children?
2. Provide annotated schedule(s) for infant care to Kindergarten programs.
3. Explain how the children's schedule balances the following:
  - a. Child and teacher-directed activities
  - b. Active and quiet activities, including rest and naps
  - c. Large group and small group or individual activities
  - d. Indoor and outdoor activities
4. Outline your early childhood curriculum (including curricular sources), showing that it lays a good foundation for schooling to follow in later years, and that core and enrichment subjects are well chosen.

### ***H.2 Describe the administration and staffing of your early childhood program***

#### SCHOOL RESPONSE

1. Provide an annotated wire diagram of the administration and staffing of your early childhood program.
2. What qualifications/certifications are expected of employees who work in this program?
3. How are administration and staff oriented, trained, and supervised?
4. If your school is a state licensed early education facility, how do you maintain compliance with state requirements?
5. If you are exempt from state oversight for religious reasons, explain which state requirements, if any, you choose not to follow? Why not?
6. Explain anything in your school safety plan specific to your early childhood program (anything not already spelled out in your answers to E.4.1-5).
7. Does the school adhere to the following group size and staffing ratios? If not, explain.

<u>Age</u>	<u>Maximum Group Size</u>	<u>Staff: Child Ratio</u>
0-12 mo.	8	1:4
12-24 mo.	12	1:6
24-36 mo.	12	1:8
3 yr.	18	1:12
4 yr.	18	1:14
K	20	1:16

		<b>Description of Supporting Documents</b>	
<b>H. Early Childhood Education</b>	1	Annotated wire diagram of governance of early childhood program (administration and all staff).	
	2	State guidelines or listing of sources for them.	
	3	Listing of curricula/sources used in professional training of administration and staff.	
	4	Enrollment numbers to document staff/student ratio	



# STANDARDS OF EXCELLENCE

***Even a dynamic institution like the school must maintain certain core characteristics to achieve and retain excellence. The chart below lists some of the most critical of these standards so that you may know the expectations of the on-site visiting team. The column headed “level” shows the school size to which the standard applies.***

***Level 1 = 50 students or less***

***Level 2 = 51-150 students***

***Level 3 = 150+ students***

<b>Section</b>	<b>Level</b>	<b>Core Area Standards</b>
<b>A. Mission</b>	All	A mission and philosophy of education that indicate the place of the school as a ministry of the parish in extending the kingdom of God through aiding parents to fulfill their God-given responsibility to rear their children in the “nurture and admonition of the Lord”.
	All	Administration and staff which can articulate and defend the school’s mission and philosophy of education
	All	Church leadership committed to advancing and protecting the mission and philosophy of the school
	All	Evidence across the school community that the school is mission-driven and fruitful in the following core areas: Christian formation, teaching and learning, governance and leadership, communications, finances, and support systems or auxiliary programs.
	3	A policy outlining the process used for regularly assessing the school’s effectiveness in carrying out its mission
<b>B. Christian Formation in the Anglican Tradition</b>	All	A daily office (matins)/chapel service suitable for the age of the students and consistent with the offices found in the <i>Book of Common Prayer</i>
	All	A well-planned Bible curriculum which covers the entire Scriptures and insures Bible literacy
	All	A school environment characterized by reverence toward God, courtesy and kindness to others, orderliness, and serious attention to schoolwork

	All	Evidence, including parent and graduate testimonials, for the school's formative Christian influence in the lives of students
	3	Christian service hours required as part of schooling
<b>C. Teaching &amp; Learning</b>	All	A well-planned curricular scope and sequence showing informed and defensible Christian choices in all curricular materials
	All	Advancement goals and graduation requirements reflecting the school's mission and consistent with a respected outside standard
	All	Evidence of best practices being used by teachers, consistent with the mission of the school, and embodying essential virtues
	All	Regular review of the scope and sequence and the content of the curriculum by the administration
	All	Sensible grading/student evaluation standards
	All	Transcripts and student records that other schools can easily understand.
	All	High standards for staff qualifications, godliness, and effectiveness
	All	A sensible and adequately funded plan for the orientation, mentoring, and professional development of teachers and staff
	All	Clear, mission-guided policies governing the school's use of supplemental services offered by faculty, outside professionals, or other schools
	2-3	Evidence of administration of a nationally normed test
	<b>Level</b>	<b>Core Area Standards</b>
<b>D. Governance and Leadership</b>	All	Evidence of the school's charter, constitution, bylaws, articles of incorporation/Certificate of Formation (if applicable), non-profit status (if the school is NOT separately incorporated, show evidence that the school is, by charter, affiliated with a legally constituted not-for-profit church)
	2-3	Clear lines of governance which place the school under the supervision of parish leadership without involving that leadership in the day-to-day management of or decision-making for the school
	3	Evidence of regular evaluations by lead administrator of staff and faculty under his supervision



	3	Board and employee manuals whose policies include, but are not limited to the following: whistle blower, conflict of interest, grievance/conflict resolution, confidentiality, role model requirements, anti-harassment that includes those procedures for sexual harassment/sexual assault, the location and accessibility of essential records in the event of the permanent closure of the school (specifically, employment records and student records for 8 <sup>th</sup> – 12 <sup>th</sup> graders)
	All	Clear, reasonable expectations for the lead administrator which allow him to run the school without a heavy burden of teaching, bookkeeping, or custodial responsibilities
	All	Regular communication and evident harmony, loyalty, and mutual support among the parish and school administrations and staffs
	3	A risk management plan that includes safety policies: vehicle safety, requirements for bus or van driver qualification; chemical handling and storage (cleaning and science/art/other classroom materials); preventative maintenance and inspections; review of risk management assessment for field trips, sports programs, hazardous activities, summer programs and camps, outside contractors, construction, use of facilities by external groups; legal review of Employee Handbook that contains all employment policies and procedures; school records retention and destruction policies and procedures; verification of staff training in workplace sexual harassment policies and situations involving child sexual abuse
	All	Adequate insurance coverage for such matters as fire and theft, auto loss or damage from owned or non-owned vehicle, general liability/accident or injury, umbrella excess liability, property and casualty, scheduled property, errors or omissions or professional liability, directors/ liability, workers' compensation, other (such as student supplemental medical coverage, flood, business interruption, special events coverage)
	All	Evidence that satisfactory background checks have been made on all employees and frequent volunteers, including third party providers and others working in programs that operate outside of the school day/year (such as before and after school care, weekend and summer programs. Include evidence that anyone working with students on a regular basis, within or outside the school day/year, has been certified/re-certified in church approved training, in accordance with diocesan requirements (if applicable)



	<b>Level</b>	<b>Core Area Standards</b>
<b>E. Communication</b>	All	A newsletter or other instrument for regular communications with the school community to keep them informed of ongoing activities and changes within the regular operations of the school
	All	Transparency about the school's Anglican identity, mission, philosophy, policies, expectations, programs, and practices
	All	Appropriate channels for parents to register concerns or provide positive feedback
	All	Regularly scheduled trustee, administrative, and teacher meetings
	All	Regular communication between teachers and parents
	3	Plan for outreach to the community and marketing the school
	3	Social media policies and plan
<b>F. Financial Review and Support Systems</b>	All	A sensible annual budget, developed by the lead administrator and trustees, based on Generally Accepted Accounting Principles (GAAP) and policies that place appropriate controls over standard business practices, including but not limited to gift acceptance, endowment and investment management, purchasing and personnel policies.
	All	Regular audit/financial review by an outside professional
	3	Evidence of PPRRSM being used in budget process
	All	Reasonable administrative and faculty salaries
	All	Certificate of Occupancy and facilities sharing agreement with church (if applicable).
	All	Policy and process to ensure physical facilities are clean and maintained according to standards.
	All	A regularly updated Master Site Plan with all classrooms, offices, restrooms points of egress, storage, utility connections, electric panels and HVAC units

	All	A sensible plan for retiring any present debt and avoiding burdensome future debt
	2-3	Adequate plans and emergency funds for unexpected crisis (e.g., drop in enrollment, loss of lead administrator, lawsuits)
	All	A good business reputation in the community and a financial track record of operating in the black

# ***LEAD ADMINISTRATOR LETTER II - SUMMARY***

While the Lead Administrator is an integral member of the committee for this *Self-Study*, the Lead Administrator brings a vision and crucial interpretation of the school's mission to the school community. As such, the Head is asked to complete the following summary report to be appended with the *Self-Study*. This report should include

- a. Mission congruence, preventing Mission drift.
- b.** The school in the future: Major changes anticipated in the life of the school in the next five years and how these changes will these impact the future of the school.

# APPENDICES

[The following documents should be completed and filed with the *Documentation of Standards of Excellence* and will be reviewed by the On-Site Visiting Team.]

- A. Parent/Guardian Survey**
- B. Faculty/Staff Survey**
- C. Alumni Survey**
- D. Enrollment Profile**
- E. Faculty/Staff Profile**
- F. Staff Information**
- G. Academic Subject Assessment**
- H. *School Safety Checklist***

## APPENDIX A. PARENT/GUARDIAN SURVEY

*SAMPLE – The school may duplicate all or any part of this sample survey and add other items of interest to the school.*

To assist us in determining the effectiveness of the school’s communication with parents/guardians, please indicate your agreement or disagreement with the following statements. We would appreciate any comment you wish to make that might help to strengthen communications.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>
1. The admissions process including interview and communications clarified expectations with regard to:			
a. The admissions process itself			
b. The experience a student might have at the school			
Comment:			
2. The atmosphere of the interview was welcoming and hospitable.			
Comment:			
3. The school supplied sufficient information between acceptance and the beginning of the first year of school.			
Comment:			
4. General communication between the school and home is effective.			
Comment:			
5. General communication between the teachers and home is effective.			
Comment:			

6. Conferences can be arranged with ease and are helpful.			
Comment:			
7. The school website is useful and a regular source of information for our family.			
Comment:			
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>
8. Communications about financial matters are clear.			
Comment:			
9. Opportunities for volunteering and supporting the school are communicated well.			
Comment:			
10. The school culture, of student-to-student, is wholesome and compatible with home values, and inhibits any inclination to bullying or unkind, cliquish behavior.			
Comment:			
11. The school culture, of teacher-to-student is orderly, just, and loving, promoting godly student interaction in the classroom, and outside of it.			
Comment:			
12. Teachers not only teach and assign school work, but also help students become resourceful in self-correcting their work by giving them the tools to complete assignments successfully (orderly work habits, time management, habits of neatness, etc).			



Comment:

Please make any suggestions you have for strengthening communications between the school and home and for improving the school.

**APPENDIX B. FACULTY/STAFF SURVEY**

*SAMPLE – The school may duplicate all or any part of this sample survey and add other items of interest to the school.*

To assist us in determining the effectiveness of the school’s communication with parents/guardians, please indicate your agreement or disagreement with the following statements. We would appreciate any comment you wish to make that might help to strengthen communications.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>
1. The policies and procedures that govern the school are clear.			
Comment:			
2. The faculty/staff are included in planning the academic direction of the school.			
Comment:			
3. Communication with the faculty/staff about changes in the program is timely.			
Comment:			
4. The faculty/staff are included in planning the activity calendar for the year.			
Comment:			
5. Communications with parents by the school is effective.			
Comment:			
6. The majority of communication with parents by teachers has been through (number 1-4)  ___conferences ___phone contact ___email ___written.			
This has been effective communication.			
Comment:			
7. The school has successfully assisted your professional development.			

Comment on the most valuable experience in your own professional development in the past three years:

8. The faculty/staff meeting schedule has allowed for sufficient input for constructive decision-making.			
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Comment:

Please make recommendations that you feel would strengthen the communications among faculty/staff and with parents for the improvement of the school.

## **APPENDIX C. ALUMNI SURVEY**

*SAMPLE – The school may duplicate all or any part of this sample survey and add other items of interest to the school.*

Name (optional) \_\_\_\_\_

Current school \_\_\_\_\_ Year graduated from [insert school name] \_\_\_\_\_

To assist us in determining the effectiveness of the school’s program, please indicate your agreement or disagreement with the following statements. We would appreciate any information that you are willing to share to help us strengthen our program and improve communications with former students.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>
1. As a graduate of [insert school name], do you agree that you were well prepared for your next school?			
Comment:			
2. Do you feel that your study and time-management skills prepared you for your next school?			
Comment:			
3. What classes are you currently taking? Are any of these classes advanced or honors classes?			
1. In which extracurricular programs are you involved (sports, choir, drama, clubs, etc.)? 2.			
5. We would like to stay in touch with you and follow your high school and college career. What is the most effective way to stay in touch? ____ letters ____ newsletters ____ email ____ links on our web page ____ social media ____ other			
Comment:			
6. Has [insert school name]’s school climate and culture influenced the student you are today? If so, how?			

7. (optional) In order for us to assess the effectiveness of our academic program, will you please attach a copy of your most recent grades or let us know more generally how you are doing in your subjects? This is a requirement of our accreditation that we review this information to ensure that our program is preparing our students for success in high school.

## ***APPENDIX D. ENROLLMENT PROFILE***

1. Total Current Enrollment: As of September 1 of the current school year:

Total Enrollment: \_\_\_\_\_

	<b>Infant</b>	<b>2's</b>	<b>3's</b>	<b>4's</b>	<b>K</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>6<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>Male</b>																	
<b>Female</b>																	
<b>Day</b>																	
<b>Board</b>																	

2. Ethnic/Racial Diversity: Provide an enrollment chart showing ethnic and/or racial distribution by grade as of October 1 of the current year, using categories that are applicable for the school.

3. Total Historical Enrollment: Show total enrollment figures for the past three years.

	<b>Day Students</b>	<b>Boarding</b>	<b>Non-citizens of U.S.</b>	<b>Total Enrollment</b>
<b>Current Year</b>				
<b>One Year Ago</b>				
<b>Two Years Ago</b>				
<b>Three Years Ago</b>				
<b>Four Years Ago</b>				
<b>Five Years Ago</b>				

4. Admissions Data

<b>YEAR</b>	<b># of Inquiries</b>	<b># of Applications</b>	<b># of Acceptances</b>	<b>Enrollments</b>
<b>Current Year</b>				
<b>One Year Ago</b>				
<b>Two Years Ago</b>				
<b>Three Years Ago</b>				
<b>Four Years Ago</b>				
<b>Five Years Ago</b>				

5. Academic Profile: According to admission policies, indicate the range of academic ability and promise within the student body as known through the admission process. Include information on what, if any, admission testing is used:

Admission requirement, if any:

Indicate the % of students known to present overall below average academic ability

\_\_\_\_\_

overall average academic ability

\_\_\_\_\_

overall above average academic ability

\_\_\_\_\_

**APPENDIX E. FACULTY/STAFF PROFILE:**

1. The number of staff and faculty as of October 1 for the current year.

**FACULTY**

**ADMINISTRATIVE STAFF**

	<b>Full-Time</b>	<b>Part-Time</b>	<b>Full-Time</b>	<b>Part-Time</b>
<b>Number of Women</b>				
<b>Number of Men</b>				

2. Range of ages of full-time teaching faculty and administrators:

<b>Age</b>	<b>Under 25</b>	<b>26 – 35</b>	<b>36 – 45</b>	<b>46 – 55</b>	<b>56 – 60</b>	<b>Over 60</b>
<b>Number</b>						

3. Range of total teaching experience of full-time faculty and administrators:

<b>Yrs. of Experience</b>	<b>1 – 3</b>	<b>4 – 6</b>	<b>7 – 10</b>	<b>11 - 15</b>	<b>16 – 20</b>	<b>Over 20</b>
<b>Number</b>						

4. Range of teaching experience at this school of full-time faculty and administrators:

<b>Years at School</b>	<b>1 – 3</b>	<b>4 – 6</b>	<b>7 – 10</b>	<b>11 – 15</b>	<b>16 – 20</b>	<b>Over 20</b>
<b>Number</b>						

5. Degreed/Non-degreed faculty/staff in instructional positions:

<b>Instructional Position</b>	<b>Degreed</b>	<b>Non-degreed</b>	<b>Certified</b>



<b>Lead Classroom Teacher</b>			
<b>Teaching Assistant</b>			
<b>Other Instructional Position</b>			

6. Ethnic/racial Diversity: Provide a chart showing ethnic and/or racial distribution within the faculty and staff as of October 1 of the current year, using categories which are applicable for the school.

7. Faculty Attrition: Enter each teacher who left the school in only one category.

	<b>Moved</b>	<b>Left profession</b>	<b>Different school</b>	<b>Retired</b>	<b>Not rehired</b>	<b>Other</b>	<b>Total not returned</b>
<b>One Year Ago</b>							
<b>Two Years Ago</b>							
<b>Three Years Ago</b>							

8. Faculty Salaries:

Current Year, full-time faculty median salary \_\_\_\_\_

Current Year, lowest full-time salary: \_\_\_\_\_ Number of faculty at this level

\_\_\_\_\_

highest full-time salary: \_\_\_\_\_ Number of faculty at this level

\_\_\_\_\_

Compared to the local public school district, what % of that median salary is this school's median salary? \_\_\_\_\_



(For non-teaching staff): Last three work experiences

Business

Dates

Title/Position

**Additional Information from Faculty and Teaching Staff:**

Teaching Assignments, Current School Year

<b>Course Titles and/or Subjects and Grade Levels</b>	<b># of Students in Class</b>

Supervisory Duties: Study Hall, Playground, Cafeteria, Dorm, etc.

Extra-Curricular and Sports Assignment by Level and Season

Administrative Responsibilities



### Committee Assignments

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## APPENDIX H. ASA SCHOOL SAFETY CHECKLIST v.1



### ASA SCHOOL SAFETY CHECKLIST (v.1.1)

*This checklist is a compilation of documents, actions and policies that ASA believes are important to the safety and security of its member schools and constituents and serves as a comprehensive list of best practices. This checklist is not an exhaustive list, but serves as a foundation for school planning. It is important to consult with local, state, and federal authorities for definitive information regarding school health, safety, and security. Please check (✓) the box if the school has knowledge/evidence that the item has been addressed. If the item does not apply, please write “n/a” for “not applicable.”*

	<i>Item</i>	✓
<b>Support Systems</b>		
<b>1</b>	Emergency contact information for each student easily accessed and up to date, with medication and release forms	

	<i>Item</i>	✓
<b>2</b>	<p>Crisis Response Plan - Tailored to meet individual school's needs. Developed in partnerships with other community groups – law enforcement, fire/safety officials, emergency medical services, health and mental health professionals, media. Goals: mitigation &amp; prevention, preparedness, response, recovery. Some common examples of crises are:</p> <ul style="list-style-type: none"> <li>• Arrests</li> <li>• Bomb threat</li> <li>• Child abuse</li> <li>• Civil unrest</li> <li>• Disturbance or unsafe/unstable situation in school or neighborhood</li> <li>• Epidemic outbreak</li> <li>• Fire/smoke or explosion</li> <li>• Food-borne illnesses</li> <li>• Hazardous materials leak</li> <li>• Intruder/stranger on campus</li> <li>• Lost or missing child</li> <li>• Medical emergency, serious injury or sudden illness or death</li> <li>• Severe weather (earthquake, tornado, snow, hurricane)</li> <li>• Structural or utility failure</li> <li>• Traffic accident (car or school bus)</li> </ul>	
<b>3</b>	<p>Conduct and document all drills necessary to implement Crisis Response Plan (including but not limited to) fire, lock down, intruder on campus, severe weather, bomb threat, campus/ building evacuation/relocation emergency drills.</p>	
<b>4</b>	<p>Immunization records (up-to-date and in compliance with state requirements/codes)</p>	
<b>5</b>	<p>Student and faculty/staff Medical records retention and access policy, with appropriate controls for HIPPA requirements re: privacy</p>	
<b>6</b>	<p>Inspection logs of fire and other emergency alarm system</p>	
<b>7</b>	<p>Inspection logs of sprinklers and/or fire extinguishers</p>	
<b>8</b>	<p>Inspection logs of smoke detectors</p>	
<b>9</b>	<p>Inspection logs of carbon monoxide detectors</p>	
<b>10</b>	<p>Inspection logs of HVAC systems</p>	
<b>11</b>	<p>Inspection logs of major electrical connections (inside and outside buildings)</p>	
<b>12</b>	<p>Inspection logs of playground equipment, on a monthly basis</p>	

	<i>Item</i>	✓
<b>13</b>	Inspection logs of swimming pool, water safety and pool access	
<b>14</b>	Inspection logs of elevator(s) if applicable	
<b>15</b>	Inspection logs of water quality/well water	
<b>16</b>	Inspection logs of registration of school vehicles	
<b>17</b>	Asbestos inspection (Asbestos Hazard Emergency Response Act - AHERA) and remediation, if required	
<b>18</b>	Lead paint remediation, if required	
<b>19</b>	Pest control protocols	
<b>20</b>	Policy for communicable and non-communicable diseases	
<b>21</b>	Policy on food allergies, with action plan	
<b>22</b>	Policy on animals in classrooms	
<b>23</b>	Policy on firearms/weapons with action plan	
<b>24</b>	CPR and first aid and blood-borne pathogens training	
<b>25</b>	Extended day supervision and communication	
<b>26</b>	Accident/Incident Report Policy, includes parent notification and documentation	
<b>27</b>	Safety Incident log	
<b>28</b>	Policy for exclusion and/or medication program for reasons of illness	
<b>29</b>	Student screening for : Vision and hearing screening, spinal, eyesight	
<b>30</b>	Safe Dispensing and storage of medication with releases for student administration	
<b>31</b>	Church approved child abuse/sexual harassment training, including policy on reporting child abuse/harassment	
<b>32</b>	Protocols for screening/background checks of adults, including high school and college student employees/ volunteers, parent volunteers, host families (if applicable)	
<b>33</b>	Risk Management Plan with appropriate coverage	
<b>34</b>	Certificate of Occupancy, and all applicable licensees	
<b>35</b>	Master plan for shared use of facilities	



	<i>Item</i>	✓
<b>36</b>	Parking and/or traffic pattern restriction, carpool guidelines (e.g., for drop-off and pick-up, major school events, handicap access etc.)	
<b>37</b>	Construction permits for all ongoing construction	
<b>38</b>	Tree trimming/removal, landscaping as needed for safety	
<b>39</b>	Policy on transporting children in school and personal vehicles, including checks for valid driver’s license, safe driving record, current insurance coverage, verification that no driver is under the influence of anything that caused impaired judgment/ reaction/reflex	
<b>40</b>	Copies of drivers’ licenses and auto insurance	
<b>41</b>	Seat belt/car seat requirements (e.g., passengers may not exceed # of seat belts)	
<b>42</b>	Policy on storage and use of chemicals, cleaning products, and caustic/flammable/poisonous substances in science labs, art studios, janitorial and maintenance areas, kitchens, with appropriate Safety Data Sheets (SDS sheets).	
<b>43</b>	Sanitation and hygiene in all areas (hand sanitizers, cleaning, sterilization, etc.)	
<b>44</b>	Log for inspection of adequacy and maintenance of facilities and campus (including but not limited to light, signs, and labs)	
<b>45</b>	Requirements for summer facilities use, including insurance coverage and appropriate liability waivers and hold-harmless provisions, even if groups involve a significant number of students enrolled in the school or are supervised by school personnel	
<b>46</b>	Log Safety/security audit to minimize risks	
<b>47</b>	Requirements for third-party contractors who provide physical services (i.e., food service, janitorial service, lawn/landscape maintenance, etc.)	
<b>48</b>	Emergency ingress/egress safety, expectation of orderliness and tidiness of classrooms, hallways, stairwells, and other areas	
<b>49</b>	Requirements for food service (temperature, storage, and handling)	
<b>50</b>	Emergency communication messaging	

**I acknowledge that this checklist accurately reflects the status of the noted health, safety, and security items at the School.**

**School Name** \_\_\_\_\_

**Lead Administrator Name** \_\_\_\_\_

**Lead Administrator Signature** \_\_\_\_\_