

# MNSAA STANDARDS NARRATIONS

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## INSTRUCTIONS for REFLECTIVE STANDARDS NARRATIONS

- 1) **Reflective Narration of Compliance**: For each MNSAA criteria, provide a narrative statement (unless otherwise required) that reflectively describes how the school currently complies, partially complies, or does not yet comply with the particular criteria. *Be mindful that documented evidence will be necessary during your onsite visit to verify the school's statement.*
- 2) **Evidence of Compliance**: Review the list of evidence for each standard for ideas that support your school's Reflective Narration of Compliance. Ensure that all essential evidence (*found in bold italics below each criterion*) are available for review during your onsite visit.
- 3) **Strengths and Challenges**: After completing each of the seven standard sections, identify a summary of strengths and challenges related to the broader standard category. Use complete sentence statements for each.



## STANDARDS DOCUMENTATION

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### Standard 1: Mission and Philosophy

#### *The Vision and Values of a School*

#### Criteria

- 1.01 DEVELOPMENT OF MISSION AND PHILOSOPHY:** The school's stakeholders engage in a systematic, inclusive and comprehensive process to develop mission and philosophy statements that direct the educational program; this includes a regular process for stakeholders to review, clarify and revise these statements.

***Our current mission and philosophy statements were developed about six years ago by a group of teachers, school board members, and parents. The statements have been evaluated annually by school staff and school board. The statements are also shared at the annual Home and School meeting. We believe in our mission and philosophy and use them as guides in our school.***

*Reflective Narration of Compliance  
Written Description of Process  
Other Evidence (onsite)*

- 1.02 MISSION STATEMENT:** The school has a mission statement that concisely articulates a shared vision for the school community and establishes a commitment to support and promote student learning.

***St. Henry's Area School provides academic excellence while following the teachings of Christ and the Catholic Church.***

*Written Mission Statement  
Other Evidence (onsite)*

- 1.03 PHILOSOPHY STATEMENT:** The school articulates a philosophy of teaching and learning that elaborates, supports, and clarifies the mission statement.

***We believe St. Henry's Area School is a Christ-centered community where the self-worth of each person is recognized and nurtured. As Christian educators we provide quality Catholic education. We meet the religious, academic, social and physical needs of each individual. We believe our school is a model of Christian behavior where wholesome attitudes and moral values are witnessed and taught. Through our Christian behavior we reach out to our parish communities and the community at large. We believe parents are the primary educators of their children and work with the school community to assist in***

***developing the whole child.***

***Written Philosophy Statement***

Other Evidence (onsite)

- 1.04 COMMUNICATION OF MISSION AND PHILOSOPHY:** The school communicates the mission and philosophy to the stakeholders in the school community.

***The mission and philosophy statements are posted on framed plaques in both entryways of the school. The mission statement is also posted in every classroom of the school. The mission statement is a footer on all communications from the school. The statements are posted in the annual report, in the parent/student handbook, on the website, and in bulletin announcements.***

***Reflective Narration of Compliance***

***Observable Evidence (onsite)***

Other Evidence (onsite)

- 1.05 USE OF STATEMENTS:** The school provides evidence that the mission and philosophy statements are the foundation for the school's goals, programs, policies, and procedures.

***At our fall teacher's workshop, the mission and philosophy are gone over in conjunction with setting up the work plans for the year. We use the mission and philosophy as a guiding tool in all of our meetings, gatherings, and fundraisers. The mission and philosophy statements are reviewed annually at school board meetings.***

***Reflective Narration of Compliance***

***Observable Evidence (onsite)***

Other Evidence (onsite)

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## **SUMMARY: MISSION AND PHILOSOPHY**

Strengths and Challenges

### ***Strengths:***

- ***Truly living out our mission and philosophy statements.***
- ***Statements are used for decision making.***
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**Challenges:**

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**RELIGIOUS IDENTITY**

Schools may incorporate a Religious Identity component (if applicable), or parts of another self-study to deepen their reflection within the Mission and Philosophy standard. MNSAA encourages schools to consider this implementation to both enhance and personalize their self-study process. Some jurisdictional offices require their schools to complete a religious identity standard.



## STANDARDS DOCUMENTATION

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### Standard 2: Teaching and Learning

*Curriculum, Instruction and Monitoring Learner Performance*

#### Criteria

- 2.01 CURRICULUM STANDARDS:** <sup>LR\*</sup> The school has written curriculum standards that are vertically aligned to ensure every student successfully completes a rigorous academic program. Subject areas include: language arts, mathematics, science, social studies, fine arts, health, and physical education and other content areas appropriate to the school such as religion, technology, media literacy, and world language. Subject areas can be integrated or separate subjects. (\*MN Statute 120A.22 - Compulsory Instruction)

***St. Henry's Area School has a curriculum handbook listing standards for each of the subjects listed above. These standards are updated, reviewed, and amended on a 5 year cycle. We are revising our school standards to align with the state standards. As students transition to the public system, meeting these standards will ensure that our students have met academic rigor.***

*Reflective Narration of Compliance  
Written Curriculum Standards (onsite)*

*High School: Syllabi and department/division objectives (onsite)*

*Other Evidence (onsite)*

- 2.02 CORRELATION WITH MISSION AND PHILOSOPHY:** The school's curriculum standards and instructional strategies flow from the mission and philosophy.

***Each curricular area has a philosophy statement that stems from our school's mission and philosophy statements. These philosophies guide our instructional strategies in the classroom. We incorporate spirituality and moral teachings into every content area through examples, activities, and discussion.***

*Reflective Narration of Compliance  
Subject Area Philosophies (onsite)*

*Other Evidence (onsite)*

- 2.03 STANDARDS GUIDE INSTRUCTION:** The school demonstrates that standards guide instruction.

***A major component of our curriculum review cycle is updating our standards to coincide with the state standards. We are able to do this subject by subject on a rotating basis. The teachers then use the***

**standards as a guide for instruction. The teachers implement a way to present information to their students in an effective manner.**

*Reflective Narration of Compliance*  
*Observable Evidence (onsite)*  
Other Evidence (onsite)

**2.04 INSTRUCTIONAL STRATEGIES:** The school utilizes research-based instructional strategies to accommodate varying learning styles, student needs, and foster active, meaningful engagement in learning.

***St. Henry's Area School's curriculum reflects an awareness of current research and professional practices. The teachers implement Marzano's Nine Instructional Strategies for Effective Teaching and Learning. These strategies allow the teachers to differentiate instruction to meet the needs of each individual learner and provide a meaningful learning environment.***

*Reflective Narration of Compliance*  
*Observable Evidence (onsite)*  
Other Evidence (onsite)

**2.05 MEETING THE DIVERSE NEEDS OF LEARNERS:** The school will provide opportunities that engage and motivate each learner to develop his/her abilities and talents.

***St. Henry's Area School's teachers use a variety of instructional practices on a daily basis. They meet the needs of their students by finding out what works best for each individual child. Differentiated instruction is practiced by teachers which leads to engagement and motivation of each learner. A variety of learning opportunities exist for each student to develop their abilities and talents. These opportunities include Title services, working with volunteers, working one on one with the teacher or paraprofessional, small group work, supplemental usage of technology, leveled instruction, and a variety of other strategies.***

*Reflective Narration of Compliance*  
Other Evidence (onsite)

**2.06 SERVICES TO SUPPORT LEARNERS:** The school provides the necessary support to ensure that every student successfully completes the academic program.

***Should a student have special needs, their case is brought to the public school's SAT team. The team discusses the situation and decides upon appropriate interventions and adaptations for the student. The teacher will implement the interventions for a minimum of six weeks. If the interventions work, then we will continue with them. If they aren't***

**working, then other interventions are implemented. If it is determined more needs to be done, then the case is referred to Perham Public School for services. They do all diagnostic testing. If services are needed, they provide the appropriate special education service. We have open communication and a good working relationship with Perham Public Schools.**

*Reflective Narration of Compliance  
Written Process for Identifying, Assessing and Prescribing Services for Learners  
with Special Needs (onsite)  
Evidence Process is Used (onsite)  
Other Evidence (onsite)*

- 2.07 EVALUATION OF STANDARDS, INSTRUCTION, AND ASSESSMENT:** The school has an established collaborative process for the ongoing evaluation and development of curriculum standards, instructional strategies, assessment practices and instructional resources.

***We have a 5-year plan for reviewing, evaluating, piloting, implementing, and monitoring our curriculum. We collaboratively discuss needs in each content area and make changes if needed. Faculty and staff are encouraged to research, discuss, and use current best practices in their instruction. Teachers discuss educational topics on a weekly basis in their teacher support groups.***

*Reflective Narration of Compliance  
Written Process of Evaluation (onsite)  
Written Schedule of Review (onsite)  
Other Evidence (onsite)*

- 2.08 LITERACY RESOURCES:** The school demonstrates that literacy is essential to learning.

***Literacy is a priority for the students of St. Henry's Area School. Students are engaged in language arts classes on a daily basis for a minimum of 60 minutes. We have an abundance of literacy resources available. Literacy resources that are available to all students are: library books, Accelerated Reader Program, Book Bonanza Program, literacy apps for devices, reading texts, Raz Kids, classroom libraries, Read Naturally Program, magazines, newspapers, and trips to the public library. Writing curriculum is included with our reading curriculum. The older students are often involved in writing contests sponsored by our local service organizations. Each student is responsible for creating a "Bare" book annually. A topic is chosen, and the students are responsible for creating their own book. The students also write to shut-ins, preschoolers, and others that would benefit from receiving a letter.***

*Reflective Narration of Compliance*

- 2.09 **TECHNOLOGY:** The uses technology to prepare students to be proficient users of technology and support the teaching and learning process.

***The computer lab is equipped with laptop computers that are portable, so any classroom can use them as needed. We also have outfitted each classroom with several iPads or iPad minis. Our school is fully wireless with projectors in each classroom. We have printers networked into our system, so printing can take place from anywhere in the building.***

***The teachers incorporate technology into their instruction in a variety of ways. Some teach lessons that use apps as a supplemental tool. In the upper grades, projects are completed by use of technology. Technology is integrated into learning stations throughout the building. All students receive computer training in computer class.***

***All families and staff are provided an Acceptable Use Policy that is signed and kept on file.***

***Technology upgrades would be beneficial for our building. Currently our internet is slow, and we could use more portable devices.***

***Reflective Narration of Compliance  
Observable Evidence (onsite)  
Technology Policies (onsite)  
Other Evidence (onsite)***

- 2.10 **PHILOSOPHY OF ASSESSMENT:** The school clearly articulates a philosophy of assessment that guides teaching and learning.

***St. Henry's Area School believes an effective assessment system motivates students to learn, communicates with stakeholders, promotes school improvement, guides instructional decisions and aligns with our school's mission statement. Assessment tools and practices are varied, ongoing, authentic, and aligned with specific learning goals. Regular and descriptive feedback is then provided to students and all stakeholders to positively promote learning.***

***Reflective Narration of Compliance  
Written Philosophy of Assessment  
Other Evidence (onsite)***

- 2.11 **MONITORING ACADEMIC STANDARDS:** The school evaluates the extent to which students are meeting the curriculum standards.

***Our curriculum is based on the Minnesota State Standards, and the students are assessed to show they are meeting the standards. The***

**staff reviews the curriculum and standards based on a 5-year review cycle.**

**Student progress is monitored through a variety of best practices and assessments. Records are kept on the report card and cumulative record card in the file in the main office.**

*Reflective Narration of Compliance  
Analysis of Individual Progress (onsite)  
Other Evidence (onsite)*

- 2.12 ASSESSMENT DEMONSTRATES ACHIEVEMENT:** The school documents student growth and achievement over time using a norm-referenced standardized test and a variety of curriculum-based assessments.

***The teachers use a wide variety of assessment techniques to assess the students. Formative assessments are used on a daily basis to monitor student learning and to provide timely feedback. Summative assessments are used to wrap up units and demonstrate conceptual knowledge. The teachers and school use the results to modify instruction and make necessary changes. The school uses MCA results as a barometer for instruction. We use the results to make curriculum changes, find supplemental materials, and change our focus if needed.***

*Reflective Narration of Compliance  
Other Evidence (onsite)*

- 2.13 ASSESSMENT RESULTS EFFECT CHANGE:** The faculty uses assessment results to guide curriculum and instructional decisions.

***As a faculty, we discuss assessment results and make changes to our curriculum if necessary. Currently, our students are performing well above state averages in reading and math, so we strive to keep our students at that level. As a staff, we are committed to academic excellence and will make changes to curriculum when needed. During our curriculum review cycle meetings, we have modified our curricular outcomes to align with the state standards. This alignment should assist with more consistent standardized test scores school-wide.***

*Reflective Narration of Compliance  
Documented Changes to Curriculum and Instruction (onsite)  
Other Evidence (onsite)*

- 2.14 CRITERIA FOR EVALUATION:** The faculty develops consistent criteria for evaluation and reporting of student work.

***The teachers align their assessments to the standards across the curricular areas. This provides consistency across grade levels.***

***During curriculum planning meetings, teachers study all grade level standards to be familiar with what has been taught and what will be coming up in the next grades. The cumulative files in the office have reading record cards, writing samples, and a cumulative record card available for teachers to review and make decisions about incoming students.***

*Reflective Narration of Compliance*  
Other Evidence (onsite)

**2.15 ASSESSMENT RESULTS COMMUNICATED:** The school communicates learner progress to students, parents and the broader community.

***Students are made aware of their grades and progress by way of teacher to student conferencing. Teachers share grades, behavior plans, and improvement plans with the students on an individual basis. Many teachers use an online record keeping program to keep things organized. Many teachers keep portfolios of student work to show progress.***

***Learner progress is shared with parents during the two annual conferences and midterm reports four times per year. Standardized testing results are shared when the results are released.***

***Testing results are shared annually with stakeholders in the annual school report. This report is made available in the church bulletins, weekly family newsletter, and on our website.***

*Reflective Narration of Compliance*  
*Evidence Results Communicated (onsite)*  
Other Evidence (onsite)

**2.16 TEACHING & LEARNING COMMUNICATED:** The school communicates both the academic and affective dimensions of learning.

***Our report card is divided into two sections. One side is dedicated to academic progress, with the other side focusing on Christian Character Development. Our students are evaluated on social qualities and work and study habits. These results are shared with the parents by the use of the report card and conferences.***

*Reflective Narration of Compliance*  
*Report Cards/Progress Reports*  
Other Evidence (onsite)

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**SUMMARY: TEACHING AND LEARNING**  
Strengths and Challenges

***Strengths:***

- *Curriculum Review*
- *Collaboration and communication of student needs*
- *Curriculum emphasis is based on literacy*

***Challenges:***

- *Utilization of technology to teach rather than just as a supplemental tool.*
- *Consistency in report card grading.*
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## STANDARDS DOCUMENTATION

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### Standard 3: CLIMATE FOR LEARNING

#### *School and Classroom Environment and Facilities*

#### Criteria

**3.01 STUDENT BEHAVIOR EXPECTATIONS:** The school communicates expectations for student behavior and enforces a student discipline code that is supportive of the school's mission and philosophy, and conducive to learning.

*St. Henry's Area School communicates its expectations for student behavior in a variety of ways. The student/parent handbook has a listed student discipline code that the parents sign off on yearly. Our policy is based on mutual respect among everyone at our school. All are expected to act in a respectful manner towards others and property. This respect for others leads to an environment conducive to learning. If behaviors are unacceptable, students are informed and provided direction to correct the problem. Each teacher informs their students about expected behaviors in church, on the playground, and in their classroom. Each classroom has its own expectations, but our mission and philosophy guide each classroom's discipline policy.*

*Reflective Narration of Compliance  
Code of Conduct (onsite)  
Other Evidence (onsite)*

**3.02 EFFECTIVE CLASSROOM MANAGEMENT:** The school has classroom environments that are conducive to learning.

*In our student/parent handbook, a school discipline policy is provided. Each teacher adapts that policy to their classroom or other situations when needed. The policy is written so that each student is given the opportunity to learn in a safe environment that is conducive to learning. Throughout daily observations, effective classroom management is observed. Our school prides itself on how our children are respectful and models of appropriate behavior.*

*Reflective Narration of Compliance  
Other Evidence (onsite)*

**3.03 CONFLICT RESOLUTION:** The school communicates and uses a process for resolving conflicts and grievances within the school community.

*The Student/Parent handbook contains a*

**CONCERNS/COMPLAINTS/GRIEVANCE PROCEDURE.** *It explains how to resolve any concerns or complaints. This handbook is signed at the beginning of the year and is expected to be followed. The Faculty Handbook and School Board Book contains a policy for resolving complaints and grievances that is expected to be followed.*

*Reflective Narration of Compliance  
Written Practices and Procedures for All Stakeholders (onsite)  
Other Evidence (onsite)*

3.04

**ATTENDANCE/TARDINESS:** *LR\** The school has attendance and tardiness policies and procedures that are written, published, communicated and enforced; in addition, the school completes annual enrollment reports as is required by the local public school district and the state, and maintains copies of such reports. (*\*MN Statute 120A.22 - Compulsory Instruction*)

*Our attendance and tardiness policies are published in the student/parent handbook. The parents agree to abide by the policies as stated in the handbook.*

*It is the teacher's duty to take daily attendance. It is recorded in the classroom and sent to the office. Attendance is recorded on report cards and added to the student's cumulative file at the end of the year.*

*Appropriate forms are filled out by the principal and mailed to the State of Minnesota and ISD 549 in a timely manner.*

*Reflective Narration of Compliance  
Attendance/Tardiness Policies (onsite)  
Enrollment Report to District/State (onsite)  
Other Evidence (onsite)*

3.05

**FACILITIES AND EQUIPMENT:** The school facilities are safe, sanitary, and routinely maintained to assure effective working order and compliance with legal and code requirements; the school and class enrollments are compatible with the capacity of the facility.

*The school building has four access points. The two exterior doors on the east and west side of the building are locked daily at 8:30 AM for the rest of the day. Students can enter those doors in the morning. The tunnel door from the church to the school is always locked. The front door has a doorbell system that rings whenever the door is opened. The bells ring in the main office and the secretary's office. We have four cameras, one on each side of the building, monitoring the doors and playgrounds. The cameras tape for up to a week. We do practice lockdown, fire, and tornado drills per Minnesota law.*

***The school facilities are regularly inspected, maintained, and cleaned by our custodian. He has a schedule that he follows.***

***St. Henry's Area School has adequate space for its enrollment. Each classroom can hold up to 25 students, and our largest class currently has 23. As you look at our enrollments over the past years, we have grown some but our space is adequate. The computer lab has a sufficient amount of computers so each student is on their own computer. The gym is small so we limit the number of classes allowed in there for morning recess to two classes. We have an agreement with the church basement for lunch and other large group gatherings.***

***The main office is located directly up the stairs from the main doors. Visitors are expected to check in at the office upon entering the building.***

***Reflective Narration of Compliance  
Secured or Observed Access to Building  
Visitor/Guest Practices and Procedures  
Other Evidence (onsite)***

**3.06**

**LEGAL REQUIREMENTS:** <sup>LR\*</sup> The school has written policies and procedures for meeting local, state and federal legal requirements including, but not limited to the following:

- K-12 Minnesota Compulsory Instruction Law  
(\*MN Statute 120A.22 – Compulsory Instruction)
- Access to Student Records  
(\*As defined by Family Educational Rights & Privacy Act)
- Employment Laws and Regulations  
(\*As defined by MN Dept. of Employment & Economic Development)

***St. Henry's Area School's Student/Parent Handbook has the Compulsory Attendance Policy in it. If students have excessive absences, a conference is requested with the parents. If attendance doesn't improve, further action will be taken.***

***The school maintains a current record file for all students in grades K-6. It is located in the fire file in the main office of the school. Each file contains yearly report cards, standardized test scores, IEPs, cumulative record card, bus safety records, reading program testing result sheets, and examples of yearly student writing. A health records file containing medical information is located in the health office. Each teacher maintains a current grade book that they use to monitor student progress.***

***All current state and federal employment law information is posted in***

**the teacher's lounge.**

**Reflective Narration of Compliance  
Policy/Procedure Manual/Handbook (onsite)  
Employment Laws and Regulations (onsite)  
Other Evidence (onsite)**

**3.07 HEALTH AND SAFETY:** *LR\** The school has written policies and procedures that actively address local, state and federal health and safety requirements including, but not limited to the following:

- **Bullying and Harassment**  
*(\*MN Statute 121A.03; MN Statute 121A.0695 – Prohibiting Intimidation and Bullying)*
- **Criminal Background Check**  
*(\*MN Statute 123B.03 and 122A.18, Subd.8 – Background Check)*
- **Crisis Management Plan and School Safety Drills**  
*(\*MN Statute 121A.037 – School Safety Drills)*
- **Fire Regulations**  
*(\*As defined by MN Uniform Fire Codes)*
- **Food Preparation and Service (if applicable)**  
*(\*As defined by the MN Department of Health – Food Safety Division)*
- **Immunization Requirements**  
*(\*MN Statute 121A.15 – Immunizations: School Children)*
- **Internet Access for Students**  
*(\*MN Statute 125B.15 – Internet Access for Students; as defined by Federal Communications Commission)*
- **Right to Know & Biohazard Training**  
*(\*MN Statute 182.6555 and 182.6558; as defined by MN Occupational Safety & Health Act)*
  
- **School Bus Safety (if applicable)**
  
- **Wellness Policies and Procedures (if applicable)**  
*(\*As defined by the MN Department of Health – Food Safety Division)*

***Our Bullying and Harassment policy is listed in our Student/Parent Handbook. This policy is complete with definitions of bullying and how to report it to the school. Incidents of bullying or harassment are taken very seriously and appropriate action is taken.***

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**All teachers, staff members, and volunteers are required by our diocese to have a background check performed every five years. The Diocese of St. Cloud keeps records of this. The school receives a report from the diocese monthly.**

**A black 3-ringed binder indentified with the words Crisis Management Plans is located in the office of St. Henry's Area School. The colored-tabbed sections are referenced for Emergency/Disaster Preparedness: A Planning Guide for Schools.**

**The Health and Safety policies and procedures that are in place for St. Henry's Area School are printed on the blue-colored paper and appropriately placed in the red-tabbed sections of the Planning Guide. Additions include the following: Bomb Threat Policy and accompanying Bomb Data sheet for the FBI, Severe Weather/Tornado Warning Drill, Fire Drill Procedures.**

**Fire drills are practiced a minimum of 5 times yearly. We perform the drills under a variety of circumstances. For example, some are done during cold weather, some while classes are in the gym. Lock down drills are also done a minimum of 5 times yearly.**

**All food preparation is done by Perham Public School. They send food over, and it is served by their employees.**

**In the student/parent handbook, safety, health, and asbestos plans are listed. Health records are kept on file in the health aide's office. Families are notified when immunizations are needed. We print a health concerns sheet for each teacher. The school notifies parents of communicable diseases whenever necessary. There are safety and health plans located in faculty handbooks as well.**

**We are currently providing annual training on "Right to Know" laws regarding handling and storage of chemicals, bloodborne pathogens and other biohazards as required by law. The dates of trainings and signatures are on file in the office.**

**Students are annually trained regarding school bus safety. The bus company does an onsite training every fall. These forms are kept on file in the office.**

*Reflective Narration of Compliance  
Policy/Procedure Manual/Handbook (onsite)  
Other Evidence (onsite)*

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**SUMMARY: CLIMATE FOR LEARNING**  
Strengths and Challenges

**Strengths:**

- ***High expectations for student behavior, and the students are respectful and well behaved.***
- ***Communicates expectations with parents and students well. These expectations are known and followed.***
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**Challenges:**

- ***Crisis Management Plan needs updating and review.***
- ***Security of entry way.***
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## STANDARDS DOCUMENTATION

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### Standard 4: Communication and Community Relations *Stakeholder Involvement in the School*

#### Criteria

**4.01 ORIENTATION OF NEW MEMBERS:** The school provides orientation for new staff, students, families, and volunteers. The orientation includes: school mission and philosophy, roles and responsibilities, school programs, and expectations for learners.

*Prospective families are first contacted by the school in written correspondence when their children are born. They are then contacted annually by the same student with letters, cards, and invitations to school events. This "Guardian Angel" program is an orientation tool for prospective families of our school. The year before they are to be in kindergarten, they are invited in to do an activity with their Guardian Angel Buddy. The parents are given a tour and question and answer session by the principal. The families are then again asked to come to Kindergarten Round-up where they meet the teacher, tour the facility, discuss curriculum, and receive information on learner expectations. At the beginning of the school year, the families receive a parent/student handbook describing the school's mission and philosophy as well as school policies. We have an open house before school starts to welcome new students and families to the classroom. This provides the families an opportunity to meet the teachers and staff of the school.*

*As new families become interested in our school, the principal is responsible for providing a tour and answering any questions the families may have about St. Henry's Area School.*

*As new staff is hired, the new staff member meets with the principal before school starts to go over school policies and routines. The Fall workshop is a tool for going over expectations and roles and responsibilities of the staff. The new staff is encouraged to ask questions of all other staff members on an as needed basis. Since we aren't a large facility, open lines of communication amongst all staff is important, and new staff members are encouraged to tap into the expertise of the veteran staff members.*

*Reflective Narration of Compliance  
Orientation Process (onsite)  
Other Evidence (onsite)*

**4.02 COMMUNICATION:** The school provides effective and regular communication and interaction, both internally and externally, that builds relationships and advances the mission of the school.

*A weekly parent envelope is sent home describing current happenings at the school. A monthly calendar and lunch menu goes home highlighting important monthly events at the school. A weekly "Notes from the Principal" goes home with reminders. Each teacher is responsible for keeping the parents informed. This is done differently by each teacher. Some do a weekly newsletter, some write notes in an agenda, some email, some post on the school's website, and some simply write notes. Report cards and midterms are sent out quarterly. We schedule conferences to take place twice yearly as well.*

*The school publishes a student/parent handbook that is distributed annually to parents and students. This lays out all policies for the school, students, and families. We make an annual brochure that is distributed to the three supporting parishes. It gives general information on the school as well as listing donors. It is distributed by attaching it to the church bulletins. We send articles to the local newspaper and to the St. Cloud Visitor for publication as well. We publish important events, pictures, and stories on our website. We use our external sign to inform community members of upcoming events.*

*Internal communication is carried out by publishing a weekly bulletin, emailing the teachers when needs arise, orally through our morning prayer/meeting, publishing typed memos, and communicating through faculty meetings.*

*Reflective Narration of Compliance  
Samples of Internal Communication (onsite)  
Samples of External Communication (onsite)  
Other Evidence (onsite)*

**4.03 PARENT/GUARDIAN INVOLVEMENT:** The school partners with parents and guardians by providing opportunities that will enhance the education of their children.

*Our parents are invited in for conferences twice per year to discuss the strengths and needs of their children. The parents are also members of our Home and School Association. This group offers parents the opportunity to volunteer in the school in a variety of ways. The parents are invited to assist with many events during the year. Some of the opportunities are: assistance with Catholic Schools' Week activities, chaperoning field trips, Home and School activities, the Fun Fair, assisting with the Christmas program, assisting with track and field day, attending special programs, and actively attending Mass. They are also invited to the Living Rosary and Stations of the Cross, and should*

**attend the Academic Fair and participate in our annual Marathon for NonPublic Schools.**

*Reflective Narration of Compliance  
Parent/Guardian Opportunities (onsite)  
Other Evidence (onsite)*

**4.04 COMMUNITY RELATIONSHIPS:** The school is involved in the community to promote and advance its mission.

***St. Henry's Area School promotes our community by giving the students opportunities to explore what our community has to offer. Each year students visit the fire hall, public library, museums, and food shelf. Grades 5 and 6 visit and play bingo with the nursing home residents on a monthly basis. The school's Christmas program is annually presented in the church and at the nursing home. The 5<sup>th</sup> and 6<sup>th</sup> grade students help in preparing for the Fish Fries in Lent. The 6<sup>th</sup> graders also volunteer at the FOCUS Bazaar. The school has an annual food drive in November with the food being delivered to the Perham Area Food Shelf. Classes do projects that are published in the local newspaper. Third graders write to nursing home residents and shut-ins.***

***Classes are able to do service projects for elderly people nearby. We often are asked to rake leaves for parishioners. We also partner with civic organizations for art and poster contests.***

***Our annual Christmas program is broadcasted on the local radio station.***

***The Dent American Legion partners with the parochial schools in town for the annual Veterans' Day Program and Flag Disposal Ceremony.***

*Reflective Narration of Compliance  
Other Evidence (onsite)*

**4.05 MARKETING AND ENROLLMENT:** The school establishes marketing initiatives to recruit and retain students and foster relationships that advance the school's mission.

***St. Henry's Area School markets its product in a variety of ways. We create brochures. We perform a very well attended Christmas Program. The program is also broadcasted on the radio. The school is marketed on the local radio station on a regular schedule. We advertise during high traffic times, and it appears to be paying off with increased enrollment. We try to include articles in the newspaper whenever anything special is going on at the school. For example, during Catholic Schools' Week, the newspaper had a full page article on our***

**school. There is indirect marketing when our school is featured helping out with a community event like the Catholic Daughter's Valentine's Party and the Dent American Legion Flag Burning Ceremony and Veteran's Day programs. We have logoed clothing, car decals, and letterhead that help get our brand out there to prospective consumers. We have an annual Kindergarten Round-Up in the spring that attracts many perspective students. We also have our Guardian Angel program where prospective students are contacted and invited in by current students. Upcoming events are publicized on our marquee sign in front of our building along with being placed on our website, church bulletins, and weekly newsletters.**

**Since our environment at St. Henry's Area School promotes academic excellence while following the teachings of Christ and the Catholic Church, retention of students has not been a problem. It seems that if we get them in our doors, they stay until graduation in 6<sup>th</sup> grade.**

*Reflective Narration of Compliance*  
Other Evidence (onsite)

**4.06 ADVANCEMENT: The school establishes development initiatives that advance the school's mission.**

***The Alumni Committee recently completed an extensive "Alumni List." This list will be used to connect with alumni for initiatives in the future. Currently, a newsletter is being developed as an informational piece to be sent on a biannual basis. In the future, the newsletter will be used for financial and informational purposes.***

***Our school currently does two fundraisers annually. They are the Marathon for Non-Public Education and the Fun Fair. Combined, these fundraisers make nearly \$100,000 annually. The Fun Fair profits are credited to the three supporting parishes, and the Marathon profit is used to provide educational resources that directly affect the students.***

***Our Home and School Association has two annual fundraisers as well. The Garage Sale is used for Home and School Initiatives. The Catholic United Financial Catholic Schools' Raffle is credited to the supporting parishes.***

***St. Henry's Area School has a Charitable Giving brochure at local financial institutions that is made available to stakeholders if they are looking for a place to donate money, land, stocks, bonds, etc.***

*Reflective Narration of Compliance*  
Other Evidence (onsite)

**4.07 ANNUAL REPORT TO STAKEHOLDERS:** The school annually publishes a state-of-the-school report to stakeholders that communicates progress on strategic initiative, assessment results, and use of financial resources.

***St. Henry's Area School annually publishes a "State of the School" report in July that is distributed to stakeholders, parents, and others interested in our school. This report reflects on the previous year's initiatives, lists upcoming initiatives, shares financial report, projected enrollment, and assessment results.***

*Reflective Narration of Compliance  
State-of-the-School Report (onsite)  
Other Evidence (onsite)*

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## **SUMMARY: COMMUNICATION AND COMMUNITY RELATIONS**

### **Strengths and Challenges**

#### **Strengths:**

- ***Well established in the community.***
- ***Parents and students show a willingness to be involved in school, church and community endeavors.***
- ***Communication***

#### **Challenges:**

- ***Use of Alumni List as a tool to keep alumni informed and as a marketing tool.***
- ***As our building ages, plans may need to be made for updating the facility.***
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## STANDARDS DOCUMENTATION

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### Standard 5: Personnel

*Qualifications, Evaluations, and Development of the Staff*

#### Criteria

- 5.01 ADMINISTRATOR QUALIFICATIONS:** The school has a principal or administrator who has Minnesota administrative licensure; or at a minimum has a masters degree in education (curriculum and instruction, educational leadership, or school administration) from an accredited institution.

***Jason Smith, the principal, has a Master of Science Degree in education from Southwest Minnesota State University in Marshall, MN.***

*Reflective Narration of Compliance*  
*Verification of Compliance (onsite)*  
Other Evidence (onsite)

- 5.02 ELEMENTARY TEACHER QUALIFICATIONS:** The elementary school's grade level teachers and those teaching math, science, social studies, or language arts have Minnesota teacher licensure; or at a minimum have a baccalaureate degree in education from an accredited institution.

***All teaching staff at St. Henry's Area School have either Minnesota teaching licensure or a baccalaureate degree from an accredited institution.***

*Reflective Narration of Compliance*  
*Verification of Compliance for all Teachers (onsite)*  
Other Evidence (onsite)

- 5.03 SECONDARY TEACHER QUALIFICATIONS:** The secondary school's teachers have Minnesota teacher licensure; or at a minimum have a baccalaureate degree in the content area taught from an accredited institution.

***Not Applicable.***

*Reflective Narration of Compliance*  
*Verification of Compliance for all Teachers (onsite)*  
Other Evidence (onsite)

- 5.04 SPECIALIST TEACHER QUALIFICATIONS:** The school's specialists (world language, fine arts, technology, library, physical education,

religion, etc.) have a baccalaureate degree from an accredited institution; or at a minimum demonstrate proficiency in the teaching area.

***St. Henry's Area School's music/computer/librarian has a baccalaureate degree from the College of St. Benedict in music instruction.***

*Reflective Narration of Compliance  
Verification of Compliance for all Teachers (onsite)  
Other Evidence (onsite)*

**5.05 CRIMINAL BACKGROUND CHECKS:** <sup>LR\*</sup> The school requires criminal history background checks on individuals who are employed in the school. (*\*MN Statute 123B.03 and 122A.18 - Background Check*)

***All employees and volunteers at St. Henry's Area School have a background check on file. The Diocese of St. Cloud requires that a background check be completed every 5 years. If the person is a paid employee, the background check is completed by the Minnesota Bureau of Criminal Apprehension. Volunteer background checks are completed by Mind Your Business, Inc.***

*Reflective Narration of Compliance  
Evidence in Personnel Files (onsite)  
Other Evidence (onsite)*

**5.06 CODE OF ETHICS:** The school publishes and maintains a professional code of ethics for its employees.

**Located in the faculty handbook, the school's code of ethics for staff is reviewed annually.**

*Reflective Narration of Compliance  
Code of Ethics (onsite)  
Other Evidence (onsite)*

**5.07 JOB DESCRIPTIONS:** The school provides written job descriptions for all school employees, which include roles, responsibilities, and accountability.

***St. Henry's Area School has a written description of what is expected from all employees. These descriptions are located in the Faculty Handbook. Teacher requirements are also listed in their annual contract.***

*Reflective Narration of Compliance  
Job Descriptions (onsite)*

- 5.08 EVALUATION PROCESS:** The school has an evaluation process for all school employees that includes regular and ongoing supervision, annual documented reviews and a clear relationship between evaluation and employment decisions, and when needed, suggested courses of action to improve performance.

*Teachers are reviewed annually, and the written review sheet is placed in their file in the office. Feedback is given quickly in response to the review through a conference between the teacher and principal. Support staff is reviewed based upon performance in a more informal manner. Communication lines are open between principal and all staff. If a staff member is newly hired, they are formally observed twice during the first year of employment. The principal is evaluated annually by the pastor and the president of the school board.*

*If it is deemed that improvement needs to be made, the employee is given an improvement plan developed by the principal. This plan will highlight areas of improvement.*

*Reflective Narration of Compliance  
Written Description of Process (onsite)  
Annual Reports Personnel Files (onsite)  
Other Evidence (onsite)*

- 5.09 SUPPORTING PROFESSIONAL EXCELLENCE:** The school system-wide support and on-going training in curriculum, instruction and assessment strategies that result in high levels of student achievement. The teaching staff and administrators collaborate and are accountable for the implementation of professional development.

*All teaching staff and the principal annually attend Diocesan Ministry Day. They are encouraged to attend other workshops and trainings that would help them grow professionally. The principal and a lead teacher are currently going through Marzano training through the Marzano Institute. The principal also attends the I94 Principal Meetings.*

*There is no current system for rewarding teachers for continuing education in their salary. The school board has agreed to look at the possibility of having a "laned" system of pay.*

*Although there is money budgeted for trainings and workshops, an official professional development plan does not exist at this time.*

*Reflective Narration of Compliance  
School-wide Professional Development Plan (onsite)  
Evidence of Annual Professional Development (onsite)*

Other Evidence (onsite)

- 5.10 ONGOING DEVELOPMENT OF SUPPORT PERSONNEL:** The school provides opportunities for ongoing education and development for support staff.

***The support staff is able to attend the Diocesan Ministry day as well. Support staff has also had training with the public school's ASD personnel to assist in attending to the needs of our students with autism.***

***Reflective Narration of Compliance***

Other Evidence (onsite)

- 5.11 PERSONNEL RECORDS:** The school maintains accurate and confidential personnel records and credentials as required by law and as necessary for its effective operations.

***St. Henry's Area School has complete personnel records in the principal's office.***

***Reflective Narration of Compliance***

***Personnel Files for All Employees (onsite)***

Other Evidence (onsite)

**SUMMARY: PERSONNEL**  
Strengths and Challenges

**Strengths:**

- ***Dedicated staff that looks forward to lifelong learning.***
- ***Personnel records are complete and up to date.***
- 

**Challenges:**

- ***Would benefit from creating a school-wide professional development plan in conjunction with developing incentives for teachers to further their education.***
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## STANDARDS DOCUMENTATION

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### Standard 6: Leadership, Administration and Governance

*Responsibility for Educational and Organizational Effectiveness*

#### Criteria

**6.01 ADMINISTRATION:** The school has a clearly defined leadership structure that articulates a clear mission and vision, is responsible for the development and oversight of personnel, directs the development and continuous improvement of curriculum and instruction, identifies responsibility for the day-to-day operations, and ensures the operational vitality of the school.

***St. Henry's Area School has a principal that leads the school in all of the above listed areas. His responsibility is to serve as a Christian leader, supervisor, and administrative head of the school. The Principal is responsible for the educational program of the school and its effective operation. The Principal deals with staff, students, parents; with the curriculum and budget; and with other duties related to the maintenance and orderly operation and improvement of the school. The Principal is to serve as a liaison between the school and community and is responsible for implementing the policies adopted by St. Henry's Area School Board.***

*Reflective Narration of Compliance*  
Other Evidence (onsite)

**6.02 ADMINISTRATOR EVALUATION:** The school has a defined evaluation process for its administrator(s) based on job descriptions.

***The administrator is evaluated annually by the pastor and president of the school board. This evaluation also has a self-evaluation aspect that is filled out by the administrator. The pastor, school board president, and administrator meet to discuss the evaluation and plan for improvement if needed.***

***The evaluation is divided into 3 parts: spiritual leader, educational leader, and managerial leader. The final section enables the administrator to set professional goals for the upcoming year.***

*Reflective Narration of Compliance*  
*Evidence of Annual Evaluation (onsite)*  
Other Evidence (onsite)

**6.03 GOVERNANCE:** The school has a clearly defined governance

structure which includes administrator accountability and established written roles and responsibilities for members of the governing authority, advisory committee and other advisory/consultative groups.

***St. Henry's Area School has a school board comprised of three representatives from St. Henry's Parish, two representatives from St. Lawrence, Rush Lake, two representatives from Sacred Heart, Dent, the Home and School Association President, and the two pastors from the above listed parishes. The principal is an Ex-Officio member of the school board. They meet monthly as an advisory council for the best interest of the school.***

*Reflective Narration of Compliance  
Approved Constitution and Bylaws (onsite)  
Policies Outlining Roles/Responsibilities (onsite)  
Other Evidence (onsite)*

**6.04 GOVERNANCE DEVELOPMENT:** The school formation for governing body through orientation, ongoing development and training, and self-evaluation.

***Each school board member is given a binder that holds all the information needed to be a school board member. Orientation is offered yearly at the first meeting to familiarize new board members***

*with clear expectations.*

*Reflective Narration of Compliance  
Documentation of Orientation/In-Service (onsite)  
Other Evidence (onsite)*

- 6.05 SCHOOL POLICIES:** The governing body systematizes the policies of the school's operations to ensure faithfulness to the mission and continuity through leadership changes.

***St. Henry's Area School has policies listed in our policy book. Some policies are reviewed annually, whereas others are reviewed on an as needed basis. St. Henry's Area School would benefit from adopting a policy review schedule.***

*Reflective Narration of Compliance  
Policy Documents (onsite)  
Other Evidence (onsite)*

- 6.06 FINANCIAL SUSTAINABILITY:** The school engages in financial planning that includes defined revenue sources, delineation of costs, and projections for the future.

***St. Henry's Area School is supported by the parishes of St. Henry's, Perham, St. Lawrence, Rush Lake, and Sacred Heart, Dent. These three parishes are responsible for budgetary items that are not covered by tuition, donations, and fundraising. Each of the above listed parishes is then assessed a percentage of the budget based on a three year rolling average of student membership to their respective parish.***

***The annual budget proposal is produced in February or March by the principal and the administrative assistant. It is presented to the school board for approval. It is then presented to the above listed parishes for approval.***

***The tuition schedule is reviewed annually also at the February or March school board meeting. The results are then shared with the parents after the tuition rates have been set for the next year.***

***Financial reports are produced on a monthly basis and presented also at each school board meeting.***

*Reflective Narration of Compliance  
Tuition and Fees Structure (onsite)  
Previous Year's Budget (onsite)  
Current Budget Reports (onsite)  
Current Financial Reports (onsite)  
Other Evidence (onsite)*

**6.07 FINANCIAL SUPPORT OF THE PROGRAM:** The school's budget supports and sustains the delivery of the educational program by providing for facilities, equipment, resources and technology needs.

***Our annual budget provides sufficiently for needs of our school. We have been blessed with donations for technology and building needs. If there is a need, the churches, parishioners, parents, and other stakeholders have been very receptive to helping us out. We are currently in the beginning planning stages of looking into a new school building.***

*Reflective Narration of Compliance  
Annual Budget that addresses needs of the School Program (onsite)  
Other Evidence (onsite)*

**6.08 COMPENSATION:** The school has a written process for determining employee compensation that is regularly reviewed and communicated.

***Faculty salaries and benefits are reviewed every two years. The school board votes on the proposed salary scales. This scale is then presented to the faculty. The faculty are welcomed at the school board meeting or to come up with proposals they feel are fair. Typically there are 3 or more proposals discussed at the school board meeting.***

*Reflective Narration of Compliance  
Written Statement Process Used  
Other Evidence (onsite)*

**6.09 EMPLOYEE HANDBOOKS:** The school has published employee handbooks that articulate current policies and procedures.

***St. Henry's Area School has a published "Faculty Handbook" that is regularly reviewed. This handbook contains faculty policies and procedures.***

*Reflective Narration of Compliance  
Employee Handbooks (onsite)  
Other Evidence (onsite)*

**6.10 PARENT AND STUDENT HANDBOOKS:** The school provides parents and students a school handbook that reflects current policies and procedures.

***Students and families are provided a copy of the Parent/Student Handbook at the beginning of every school year. The parents sign verifying that they have read and agree to the terms in the handbook.***

*Reflective Narration of Compliance*

*Parent/Student Handbook (onsite)*  
Other Evidence (onsite)

**6.11 ADMISSIONS POLICY:** The school defines admissions policies and procedures in accordance with legal, ethical, and professional practices.

***St. Henry's Area School has an admissions policy and statement of non-discrimination located in the parent/student handbook.***

*Reflective Narration of Compliance*  
*Statement of Nondiscrimination (onsite)*  
Other Evidence (onsite)

**6.12 STUDENT RECORDS:** <sup>LR\*</sup> The school maintains student records necessary for the operation of a quality educational program. (*\*Family Educational Rights & Privacy Act and MN Statute 120A.22 Subd.7*)

***The student records are maintained in the locked file in the principal's office. The student health records are maintained in the nurse's office file. The files contain cumulative record cards, report cards, standardized testing information, immunization records, etc.***

*Reflective Narration of Compliance*  
Other Evidence (onsite)

## **SUMMARY: LEADERSHIP, ADMINISTRATOR AND GOVERNANCE**

Strengths and Challenges

### ***Strengths:***

- ***Descriptive parent/student handbook that is inviting to new families.***
- ***Administrator is dedicated to the mission of St. Henry's Area School.***
- ***Supported by three parishes along with other neighboring parishes.***

**Challenges:**

- ***Create a wage schedule that rewards teachers for furthering their education which is also attractive to new highly qualified teachers.***
- ***Raise tuition without making it unaffordable for families.***
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## STANDARDS DOCUMENTATION

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### Standard 7: The School Strategic Plan for Improvement

#### *The Strategies and Tools for Improving the School*

#### Criteria

7.01

**DEVELOPMENT OF SCHOOL STRATEGIC PLAN:** The school has a systematic, inclusive, and comprehensive process for developing its School Strategic Plan for improvement. This plan identifies measurable, end-result objectives, strategies for achieving the objectives, and time-specific action steps for fulfilling the strategies.

***St. Henry's Area School has written a School Strategic Plan that identifies areas where the school wants to improve its practice. The plan has been written with end-result objectives and strategies for achieving them. The plan includes action steps with time-specific strategies outlined and the***

*School Strategic Plan for Improvement  
Reflective Narration of Compliance  
Other Evidence (onsite)*

7.02

**QUALITY OF PLAN:** The school has developed a written School Strategic Plan for improvement in conformity with the Quality Expectations of MNSAA.

***The St. Henry's Area School Strategic Plan has been developed using the MNSAA quality expectations as a framework for bettering our school in the future. We used our challenges as a basis for creating our plan.***

*Reflective Narration of Compliance defining how the plan is:  
1) Valid 2) Connected 3) Supported 4) Visionary 5) Reasonable 6) Focused  
Other Evidence (onsite)*

7.03

**COMMUNICATION OF PLAN:** The school has a process for communicating the School Strategic Plan for improvement which includes regular updates on progress to the various stakeholders of the school community.

***The School Strategic Plan will be included in the Annual State of the School Report. We will inform families, parishioners, stakeholders and school board members of the progress being made to reach our goals.***

*Reflective Narration of Compliance  
Other Evidence (onsite)*

**7.04 EVALUATION OF THE PLAN:** The school has a systematic and inclusive process for the review and revision of the strategic plan.

*The teachers, administration and school board will include the School Strategic Plan on agendas to discuss any needs and evaluate progress in reaching our goals. Revisions will be discussed in conjunction with the MNSAA Annual Report and changes to the Strategic Plan will be made accordingly.*

*Reflective Narration of Compliance*  
Other Evidence (onsite)

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**SUMMARY: THE SCHOOL STRATEGIC PLAN FOR IMPROVEMENT**

Strengths and Challenges

**Strengths:**

- *The school's strategic plan is a quality plan that will improve the school.*
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**Challenges:**

- *The plan is a bit heavy on the front end of the schedule, which could pose some timing struggles.*
- 
-