Name of Association	**OCCSAA**
Contact Person	**Allyson Helm**
Date Report Submitted (mm/dd/yryr)	**07/29/2019**
Mailing Address	**P.O. Box 32180**
City	**Oklahoma City**
State	**Oklahoma**
Zip	**73123**
Phone Number	**4057214202**
Fax Number	
Website	**https://www.archokc.org/schools**
Email	**ahelm@archokc.org**
Current Recognition Status	**Recognized**
Last Year Status Was Awarded	**2016**

Accredited Schools 2 Years Age	**27**
Accredited Schools 1 Year Ago	**27**
Accredited Schools Current School Year	**27**
Pre Accredited Schools 2 Years Ago	**0**
Pre Accredited Schools 1 Year Ago	**0**
Pre Accredited Schools Current School Year	**0**
Total in Accreditation Process 2 Years Ago	**27**
Total in Accreditation Process 1 Year Ago	**27**
Total in Accreditation Process Current School Year	**27**
Total Member Schools 2 Years Ago	**27**
Total Member Schools 1 Year Ago	**27**
Total Member Schools Current School Year	**27**
a. New Applications	**0**
b. School Site Visits (all purposes)	**13**

c. Schools Awarded Full Accreditation Status (first-time)	4
d. Schools Denied Accreditation	0
e. Schools Placed on Exception, Warning, or Probation	0
f. Accreditation Re-Evaluations	0
g. Total Number of Students Enrolled (all schools in the accreditation process)	6122
h. Total Number of Teachers	572
i. Conferences/Workshops/Training Seminars	3
Describe	Infomational/Training sessions were given to all faculty and staff at St. Catherine Catholic School, St. Phili Neri Catholic School, and St.Pius X Catholic School.
j. Other Accreditation Activities/Services	n/a
Describe_1	
k. Total Number of High School Graduates	n/a
l. Total Number of School Employees (paid administrators, teachers, instructional staff)	763
m. Median Tuition	$4564.00
n. Total Dollar Amount of Need-Based Financial Aid Distributed	$2,691,993.00
o. Total Dollar Amount of Employee Financial Aid (tuition remission)	$618,742.00
p. Percentage of Students Receiving Financial Aid	35.9%
q.. Mean Full-Time K-12 Teacher Salaries	$37,878.00
1 Year Ago	
1 Year Ago_1	
1 Year Ago_2	
1 Year Ago_3	
2 Years Age	
2 Years Ago	
2 Years Ago_1	

2 Years Ago_2	
Current School Year	
Current School Year_1	
Current School Year_2	
Current School Year_3	
1. Purpose/objectives of the accrediting association	**Remained the Same**
1. Type of Changes	
2.. Location of Accreditation Association Headquarters	**Remained the Same**
2. Type of Changes	
3. Accreditation and Pre-Accreditation Status Levels	**Remained the Same**
3. Type of Changes	
4. Public Relations Flier and Key Publications	**Remained the Same**
4. Type of Changes	
5. Articles of Incorporation, ByLaws	**Remained the Same**
5. Type of Changes	
5. Upload File	
6. Legal Governing Body	**Changed Since Last Reporting**
6. Type of Changes	**Member Change**
6. Upload File	**board_of_directors_19-20.doc**
7. Accreditation Procedures	**Remained the Same**
7. Type of Changes	
8. Application Form/Procedures	**Remained the Same**
8. Type of Changes	
9. Nondiscriminatory Policies	**Remained the Same**
9. Type of Changes	
9. Upload File	
10. Strategic/Master Plan	**Remained the Same**

10. Type of Changes	
11. Accreditation Manual/Handbook	**Changed Since Last Reporting**
11. Type of Changes	**Changes to the Elementary Self-Study Document**
11. Upload File	**elementary_self-study_dec._2018.docx**
12. Accreditation Fees and Charges	**Remained the Same**
12. Type of Changes	
13. Other Items Related to Standards or Substantive Change	**Remained the Same**
13. Type of Changes	
13. Upload File	
Upload File (A)	**occsaa_school_listings.xlsx**
Upload File (B)	**board_of_directors_19-20.doc**
Upload File (D-1)	
Upload File (D-2)	
Upload File (D-3)	
Name	**Allyson Helm**
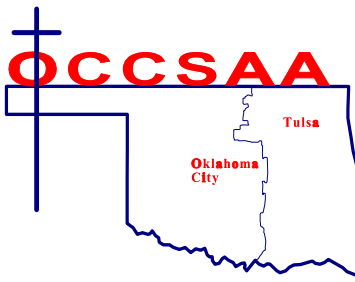
**OKLAHOMA CONFERENCE OF CATHOLIC
SCHOOLS ACCREDITING ASSOCIATION**

**2019-2020
GOVERNING BOARD**

Most Reverend Paul S. Coakley
     Archbishop, Archdiocese of Oklahoma City

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     Attorney-at-Law, Tulsa

**OKLAHOMA CONFERENCE OF CATHOLIC SCHOOLS
ACCREDITING ASSOCIATION**

ELEMENTARY SELF-STUDY GUIDE

_____
Legal Name of School

_____
Street Address

_____
City, Zip Code

_____
Mailing Address (if different)

_____
Telephone

_____
(Arch)diocese

_____
Date Submitted

_____
Signature of Principal Submitting Report

This report should be typed. One copy with authentic signatures must be sent to each member of the visiting team.

CAMPUS DATA SURVEY
OKLAHOMA CONFERENCE OF CATHOLIC SCHOOLS ACCREDITING ASSOCIATION

Date	School	
Address	City/Town	Zip
(Arch)diocese	Parish(es)	

Superintendent

Principal	Year Appointed
Pastor (if applicable)	Year Appointed
Grade Range _____ to _____	Year school established

Before school care?   Yes _____   No _____   Extended Day Program?   Yes _____   No _____

Current Total Enrollment	Catholic Enrollment	Non-Catholic Enrollment
Enrollment Last Year 20____ / 20____		Enrollment Two Years Ago 20____ / 20 ____
Total Professional Staff		Total Support Staff

Indicate percent of teacher attrition the last three (3) years:

Year 20___ / ___		%	Year 20 ___ / ___		%	Year 20 ___ / ___		%

Racial/Ethnic Composition	**% Staff**	**% Students**
American Indian or Alaskan Native		
Asian		
Native Hawaiian/Pacific Islander		
Black, not Hispanic		
Hispanic		
White, not Hispanic		
Multi-racial		

FISCAL DATA:

Current Budget	Percent of Parish Subsidy	Per Pupil Expenditure
% of students receiving tuition assistance:	Average amount of tuition assistance received per family: $	
% of students on free/reduced lunch:	% of students who are ELL:	
% of students with an ISP:	% of students receiving Title I services	

Follow this page with a brief history of the school.

<div align="center">**COMMITTEES**</div>

For each area, list the chairperson, committee members and his/her title (i.e., principal, teacher, SAC member, parent, etc.).

<u>STEERING COMMITTEE</u>

<u>AREA B: SCHOOL AND COMMUNITY</u>

<u>AREA C: MISSION, PHILOSOPHY, AND OBJECTIVES</u>

<u>AREA D: TEACHING AND LEARNING ENVIRONMENT</u>

<u>AREA E: SCHOOL STAFF AND ADMINISTRATION</u>

<u>AREA F: STUDENT SERVICES</u>

<u>AREA G: SCHOOL PLANT AND FACILITIES</u>

OKLAHOMA CONFERENCE OF CATHOLIC SCHOOLS ACCREDITING ASSOCIATION

ELEMENTARY SELF-STUDY GUIDE

TABLE OF CONTENTS

TYPES OF MEASURES

The following types of measures are used for the Self-Study.

QUALITY INDICATORS - 1   2   3   N/A   Indicate by <u>underlining,</u> **bolding,** or circling the answer you feel best represents the school's compliance with the quality indicator according to the key below.

KEY: **1**   **Yes / Full Compliance**
           2   **Somewhat / Partial Compliance***
           3   **No / Non-Compliance***
           N/A   **Not Applicable**

*Quality indicators that are assigned a 2 or 3 must be included in "Areas Needing Improvement" with a corresponding response in "Strategies to Improve Identified Areas."

DESCRIPTIVE NARRATIVES - In most sections, the school is asked to respond to the general Area of Focus in a descriptive narrative form. The narrative is expected to address, but not be limited to, the question being asked. This provides the school an opportunity to expand and clarify all evaluative responses.

SUPPORTING DATA - In most instances, this refers to items that are available for inspection by the school visiting team. In some circumstances, copies may be provided to the visiting team in their work area. In addition, there are some items of supporting data contained in the principal's checklist that are to be furnished to each of the visiting team members along with the Self-Study. All supporting data should be organized in filing containers and placed in the visiting team workroom.

AREA A: SELF-STUDY COMPLETION PROCESS

INTRODUCTION

The self-study is undertaken by a school as part of the accreditation process and is to be completed the year prior to the accreditation visit. **The purpose of the self-study is to serve as an evaluation and planning vehicle for school improvement.** It enables the school to measure existing quality, to demonstrate compliance with standards, and to identify means and methods of attaining even higher levels of performance.

A self-study is a self-evaluation of the school by the school community itself. It is important that the entire school community participate in the process. The benefit of the self-study is not just in the production of the report, but also in the process itself. The very activity of the study should produce improvement. As a result of the mutual effort and cooperation necessary for the study, all members of the school community will have a better understanding of the total program of the school.

Early childhood centers not associated with an elementary school must complete the Early Childhood Self-Study in its entirety when applying for accreditation. Early childhood classrooms that are part of an elementary school structure, K-8 or K-6, may be included in the Elementary Self Study with the addition of Area D: Design for Learning/Curriculum, Area G: Personnel, and Area J: Physical Environment in the Early Childhood Self-Study.

BASIC CONSIDERATIONS

A. The self-study involves all faculty and administration and other role groups of the school community where appropriate: pastors, School Advisory Council, staff, parents, students, community representatives, and diocesan officials.

B. The entire self-study report is to be a consensus report of the school community. Extensive discussion should take place by those who participate in the study about what goes into the report.

C. The self-study process should be a self-improvement project for the school. Identifying areas of and strategies for growth, and designating them for immediate, short-term, or long-term implementation is one of the benefits of the process.

STEERING COMMITTEE

The initial step in undertaking the self-study is to appoint a steering committee to plan and supervise the self-evaluation process. The steering committee is made up of members of the faculty and administration, including the principal. The principal appoints this committee after consulting with other administrators and faculty. Depending on the size of the faculty, it may have from 3 - 5 members. This committee should be large enough to be representative but small enough to allow for effective deliberation. The most capable faculty members should be appointed to it. The chair of this committee should be a faculty member capable of guiding the self-study, but the chair should not be the principal. However, the principal is ultimately responsible for the quality of the work and making sure that everything is accomplished in a timely manner.

The duty of the steering committee is the overall organization and coordination of the process. Among the functions of the committee are:

a) to determine the number and nature of the various committees,
b) to select members for the committees,
c) to establish the time schedule for the self-study,
d) to determine the method for reaching consensus on the final report,
e) to keep everyone in the school community informed on the progress of the study,
f) to continually evaluate the process and the product: the committee must judge the quality of each committee report and accept the report of each committee before it is submitted to the entire faculty for discussion and consensus.

AREA COMMITTEES

The next step in undertaking the self-study is to establish committees to examine each area. The number of committees established depends on the size of the faculty. In a very small elementary school, two committees might be established, one to examine Areas B, C, and D; and the other to examine Areas E, F, and G. The faculty would be equally divided between the two committees. In a large school, a committee may be set up for each area, and each faculty member would serve on at least one committee. School Advisory Council members, staff, parents, or students may be added where appropriate.

The work of the committees on Area B (Community), Area C (Philosophy) and the Appendix Questionnaires (C, D, & E) are *completed first* and must warrant faculty approval before work on the other Areas is undertaken since the remainder of the study needs to reflect the philosophy of the school and the needs of the community.

Each area committee is responsible for completing the self-evaluation of the area assigned to it, including collecting all data, marking each descriptive criterion, rating evaluations where required, and reporting the results to the entire faculty for modification or approval.

When using a numerical rating for an item, the committee should consider both the extent to which a provision exists and the adequacy with which it is functioning. In instances where a significant disparity exists between the provision for and the function or utilization of an item observed, a description or recommendation should be included in the self-evaluation. For example, if classrooms are exceptionally well equipped but the use of the equipment is limited, the committee is to assign a rating of partial compliance or non-compliance to call attention to the fact that even though the facilities are excellent, their limited use results in a lower rating.

COMPLETING THE STUDY

A. A general faculty meeting is to be held as an orientation to the process.

B. As many committee meetings are to be held as necessary for each committee to complete its part of the study.

C. After each committee has completed its work, meetings are to be scheduled to allow the entire faculty to review the completed document and to come to a consensus approval of it.

D. Once consensus is reached by those who participated in the process, the final self-study report is completed by the steering committee. The steering committee appoints one person to complete the editing of the final self-study report so the style will be consistent.

E.   When completing the self-study document, responses should be written in complete sentences and in the third person. Statements should be clear, and the information contained in the responses should describe the actual practice in the school -- not a hoped-for ideal. The accreditation visiting team will verify the information in the self-study during the visit. The team validates the self-study against what is actually practiced in the school.

AREA B: SCHOOL AND COMMUNITY

Chairperson: _____

Committee Members:

_____   _____

_____   _____

_____   _____

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

STANDARD 1: The school fosters high expectations of moral behavior, Catholic virtues, and academic achievement according to the students' and staffs' fullest potential.

1 – Yes/Full Compliance   2 – Somewhat/Partial Compliance   3 – No/Non-Compliance   NA - Not Applicable

QUALITY INDICATORS

1. Policies exist that explain self-disciplined behavior for students, faculty, and staff   1   2   3   N/A

2. Clear rules, policies and expectations for teaching and learning are in place and consistently communicated to promote self-discipline and responsible behavior.   1   2   3   N/A

3. The teaching/learning is facilitated by positive attitudes and procedures that promote self-discipline and responsible behavior.   1   2   3   N/A

STANDARD 2: The instructional program in Religion is based on the Catechism of the Catholic Church and other current Church documents.

SUPPORTING DATA
-Religion resources and materials
-List of community service and involvement
-Documentation of Catholic Social Teaching

QUALITY INDICATORS

The Catholic school promotes:
1. A sensitivity and responsiveness to the demands of social and economic justice;   1   2   3   N/A

2. Knowledge and skills that lead to the development of Catholic attitudes towards life, human sexuality and the family;   1   2   3   N/A

3. Promotes cultural diversity together with interrelational skills   1   2   3   N/A
   needed within the local, national, and global community;

4. A growth and understanding of the responsibility of every   1   2   3   N/A
   Catholic to stewardship within the Church;

5. The school's instructional program reflects the religious spirit of   1   2   3   N/A
   the supporting parish(es);

6. The school verifies that the instructional program in religion   1   2   3   N/A
   complies with (Arch)diocesan guidelines;

    a. Texts selected from list of (Arch)diocesan approved materials.   1   2   3   N/A
    b. Religion teachers have completed or in process for Certification   1   2   3   N/A
      in Youth Faith Formation Program. (OKC only)
    c. Completion of annual faith formation in-service plan/expectations   1   2   3   N/A
    d. Safe Environment curriculum taught.   1   2   3   N/A
    e. Teachers regularly document instruction in the social teachings   1   2   3   N/A
      of the Church.

DESCRIPTIVE NARRATIVES

A. How does the religion instructional program support the mission and purpose of the
school and the supporting parish(es)?

STANDARD 3: The school expresses its belief through worship, formal classes for teaching Catholic doctrine and programs for personal spiritual formation.

SUPPORTING DATA
      - Schedules of liturgies
      - Class schedules
      - Religion program evaluations
      - Religion teacher qualifications/formation
      - Religion program evaluations (OKC only)

QUALITY INDICATORS

1.   All faculty and staff attend school liturgies.   1   2   3   N/A

2.   Students are involved in liturgical planning and participation.   1   2   3   N/A

3.   There are programs for personal spiritual formation for the students.   1   2   3   N/A
      e.g. Rosary, Eucharistic Adoration, retreats, etc.

4.   There are programs for personal spiritual formation for faculty and staff. 1   2   3   N/A

5.   There are formal religion classes that comply with (Arch)diocesan   1   2   3   N/A
      guidelines in which all students attend.

6.	Students are assisted in developing Catholic attitudes toward	1	2	3	N/A
	human sexuality and the family.

7.	(Arch)diocesan religion curriculum standards are used	1	2	3	N/A
	to plan instruction.

8.	Teachers participate in the (Arch)diocesan Development/	1	2	3	N/A
	formation plan for all Catholic School teachers.

DESCRIPTIVE NARRATIVES

	A.	Describe the spiritual formation opportunities available to students and faculty/staff members.

STANDARD 4: The school climate reflects its Catholic identity, its concern for individuals as persons and its commitment to the global community through service and outreach.

SUPPORTING DATA
		- Catholic symbols on display
		- Display of student achievement and accomplishments
		- School publications
		- Parent/Teacher/Student recognition awards
		- Service plan

DESCRIPTIVE NARRATIVES

	A.	What programs and activities promote Catholic identity, alternatives to violence, multicultural awareness, and global consciousness?

	B.	List activities in which students have participated in service to the community.

STANDARD 5: The school is supported by the larger Catholic community, pastor, School Advisory Council, parents, school organizations, (Arch)diocesan offices and is also seen as a viable part of the local civic community.

SUPPORTING DATA
		- Newspaper clippings
		- Bulletins
		- Parental meeting minutes/agendas
		- Parish newsletters

DESCRIPTIVE NARRATIVES

	A.	Describe how each of the above school agents support the school.

	B.	If applicable, how does the school strive to deepen the relationship of school to parish(es)?

STANDARD 6: The school seeks to aid parents, the primary educators, through programs of family evangelization.

SUPPORTING DATA
- List of parental programs promoted by the school (books, audio-visuals and other materials)
- School programs
- Calendar of events
- School bulletins

QUALITY INDICATORS

1. Faculty and staff members, students and parents come together in prayer,   1   2   3   N/A
   work and social events.

2. Family evangelization resource materials and programs are available   1   2   3   N/A
   through the school and/or parish.

DESCRIPTIVE NARRATIVE

A. How is the school promoting programs of family evangelization?

After studying the results of the School and Community Area of your Self-Study, please identify the following:

Strengths:

Areas Needing Improvement:

Strategies to Improve Identified Weaknesses: (Who & When)

Chairperson: _____

Committee Members:

_____   _____

_____   _____

_____   _____

The Catholic School has as its primary goal the continued formation of the Christian person.

Ideally, it is a unique environment in which students can experience the presence of the Holy Spirit.

In this setting, students and teachers are encouraged to proclaim the Gospel message, to unite in

worship, to respond to the needs of the community through fellowship and social justice, and to

serve all people through the sharing of their spiritual gifts, time, talent, and treasure.

The purpose of the school is clearly defined in the mission statement as developed through the

cooperative effort of those concerned. The mission statement is a written statement defining why

the school exists.

STANDARD 1: The mission of the school reflects the integration of Catholic faith and Gospel values with learning and life.

SUPPORTING DATA
    - Mission statement

QUALITY INDICATORS

1. The mission statement of the school addresses the   1 2 3 N/A
    Catholic faith and Gospel values.

2. The mission statement of the school reflects the   1 2 3 N/A
    integration of faith and values in learning and lived experiences.

STANDARD 2: The mission of the school is clearly expressed in writing and promulgated to the community.

<u>**SUPPORTING DATA**</u>
- Handbooks (e.g. faculty, athletic, parent-student, etc.)
- Admissions and Recruiting Information
- Other school publications (e.g. Newsletters, Yearbook, etc.)

<u>**QUALITY INDICATORS**</u>

1.   The school's mission statement is included in:

All handbooks produced by the school   1   2   3   N/A

Admissions and Recruiting Information   1   2   3   N/A

Every classroom   1   2   3   N/A

School website   1   2   3   N/A

Other School Publications   1   2   3   N/A
(Specify) _____

STANDARD 3: The expectations for the school administration and staff are consistent with the stated mission of the school.

<u>**SUPPORTING DATA**</u>
-Job descriptions

<u>**DESCRIPTIVE NARRATIVES**</u>

A.   How is the mission reflected in the hiring practices of the school?

B.   How is adherence to/promotion of the mission of the school incorporated in expectations
        of contractual agreements with faculty, staff and administration?

C.   Explain how the faculty handbook and/or job descriptions capture the essence of the school's
        mission.

STANDARD 4: The mission of the school is reviewed periodically and adapted to meet the changing needs of the students.

DESCRIPTIVE NARRATIVES

A.   How recent is the mission statement?

B.   What provisions are made for the periodic review of the school's mission statement?
        How often is this done?
        What body is charged with this review?
        How is input from other sectors of the school community incorporated in the review?

After studying the results of the Mission section of your Self-Study, please identify the following:

Strengths:

Areas Needing Improvement:

Strategies to Improve Identified Areas**:** (Who & When)

AREA D: TEACHING AND LEARNING ENVIRONMENT

Chairperson: _____

Committee Members:

_____   _____

_____   _____

_____   _____

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

STANDARD 1: The school curriculum is used to guide instructional strategies for each subject and grade, and students' attainment of curricular standards are monitored and assessed.

SUPPORTING DATA
- Lesson plans/unit cover pages
- Performance data
- Documentation of Catholic Social Teaching

QUALITY INDICATORS

1.	Teachers use (Arch)diocesan curriculum standards to guide instructional practices.	1 2 3 N/A
2.	Teachers and administrators monitor student performance.	1 2 3 N/A
3.	If required by (Arch)diocese, teachers write instructional units. (OKC only)	1 2 3 N/A

DESCRIPTIVE NARRATIVES

A.   Describe how teachers use the (Arch)diocese curriculum to guide instruction.

B.   How does the school participate in the development and/or refinement of (Arch)diocesan and/or local curriculum guides?

C.   How is student attainment of (Arch)diocesan curricular standards assessed?

D.   How are religious formation and Catholic social teachings integrated into curricular areas?

STANDARD 2: Instructional planning and teaching strategies are adapted to student learning needs.

SUPPORTING DATA
- Lesson plans/unit cover pages
- Teacher schedules
- Teacher grade books
- Minutes or agendas of faculty meetings

QUALITY INDICATORS

1.   Teachers have a daily planning period.   1   2   3   N/A

2.   Teachers adapt instruction to the learning needs of students.   1   2   3   N/A

DESCRIPTIVE NARRATIVES

A.   How do teachers plan instructional strategies?

B.   How do teachers assess student learning needs?

C.   How are student learning styles integrated into instructional planning and teaching strategies?

D.   What instructional components do teachers include in their lesson plans/unit cover pages?

STANDARD 3: Instructional resources are available and used for instruction.

SUPPORTING DATA
- Sample lesson plans/unit cover pages
- Technology resources list
- Textbook rotation plan

QUALITY INDICATORS

1.   A variety of instructional resources and other materials are used   1   2   3   N/A
        in the classroom.

2.   Technological resources are available and used for instructional   1   2   3   N/A
        purposes.

DESCRIPTIVE NARRATIVES

A.   What is the process and schedule for evaluating and selecting instructional materials and resources?

B.   Who participates in the process to evaluate and select instructional resources and materials?

STANDARD 4: Student performance is monitored through formal and informal modes of assessment, and this information is shared with students and parents.

SUPPORTING DATA
- Performance data
- Teacher grade books
- Report cards and progress reports
- Conferencing
- Other documentation

QUALITY INDICATORS

1. The school regularly monitors student progress and reports the results in a way that is useful to students and parents.   1 2 3 N/A

2. Assessment methods and instruments are selected based on their ability to measure student learning at each grade level.   1 2 3 N/A

3. The school maintains individual student records on academic achievement, discipline, and attendance.   1 2 3 N/A

4. Tests and other forms of student assessments measure what is actually being taught.   1 2 3 N/A

5. Student performance data are shared with students and parents.   1 2 3 N/A

6. Student records are maintained in accordance with Oklahoma school laws.   1 2 3 N/A

DESCRIPTIVE NARRATIVES

A. What types of formal and informal assessments are used to measure student performance?

B. How does the school communicate and help parents understand student performance data?

STANDARD 5: The administration and faculty use student data to develop educational programs and instructional methods.

SUPPORTING DATA
- Lesson plans/unit cover pages
- Teacher/student/parent surveys

QUALITY INDICATORS

1. Student performance data are used on a regular basis to guide instructional strategies and practices.   1 2 3 N/A

2.   Teachers and administrators use results from formal and   1   2   3   N/A
informal assessments to plan program modifications.

DESCRIPTIVE NARRATIVES

     A.   How does the principal utilize test data to monitor student progress, to conduct staff development, and to supervise school wide instructional changes?

     B.   How do teachers use student performance data to guide instruction?

STANDARD 6: Students and parents/guardians are actively engaged in the learning process.

SUPPORTING DATA
     - Parent newsletters
     - Parent/Teacher organization (or equivalent) minutes
     - Documentation of parent-teacher conferences, and/or other parent-teacher events
     - Teacher lesson plans
     - Parent handbooks
     - Social media presence

QUALITY INDICATORS

1.   Parents/guardians are encouraged and instructed on ways to be   1   2   3   N/A
involved in their student's learning.

2.   Parent/Teacher conferences are conducted each school year.   1   2   3   N/A

DESCRIPTIVE NARRATIVES

A.   What provisions have been made to foster student responsibility for learning?

B.   How are parents/guardians encouraged to be involved in their student's learning?

STANDARD 7: A collective attitude and expectation for academic success exists within the school.

SUPPORTING DATA
     - Student and Parent Handbook
     - List academic and special interest clubs
     - Classroom displays of student work

QUALITY INDICATORS

1.   Teachers maintain high academic expectations for all students.   1   2   3   N/A

2.   The school strives to ensure that student achievement is held in   1   2   3   N/A
high esteem by teacher, students and parents.

DESCRIPTIVE NARRATIVES

A.   What programs of encouragement exist within the school to develop a collective attitude and expectation for academic success?

STANDARD 8: Teachers use a variety of instructional methods and techniques to foster student learning.

SUPPORTING DATA
- Lesson plans
- Classroom observations
- Media and resource use

QUALITY INDICATORS

1.   Teachers implement a variety of instructional methods and techniques in their instruction.   1   2   3   N/A

2.   Teachers are provided with professional development opportunities centered on instructional methods and techniques.   1   2   3   N/A

DESCRIPTIVE NARRATIVE

A.   Describe the instructional approaches and teaching techniques used in the school.

B.   Describe how teachers select strategies for the delivery of instruction.

C.   How are teachers supported in trying new instructional methods and techniques?

STANDARD 9: Current technology is used in the instructional program.

SUPPORTING DATA
- Technological equipment
- Lesson plans/unit cover pages
- Class schedules

DESCRIPTIVE NARRATIVE

A. Describe how faculty and students use technology and multimedia in learning activities and evaluation projects.

B. Describe strategies used to increase faculty and student use of technology and multimedia in learning activities and evaluation projects.

AREA D: TEACHING AND LEARNING SUMMARY

1. Describe the instructional program for Religion in the school.

After studying the results of the Curriculum and Instruction Area of your Self-Study, please identify the following for Religion:

      Strengths:

      Areas Needing Improvement:

      Strategies to Improve Identified Areas: (Who & When)

2. Describe the instructional program for Mathematics in the school.

After studying the results of the Curriculum and Instruction Area of your Self-Study, please identify the following for Mathematics:

      Strengths:

      Areas Needing Improvement:

      Strategies to Improve Identified Areas: (Who & When)

3. Describe the instructional program for Science in the school.

After studying the results of the Curriculum and Instruction Area of your Self-Study, please identify the following for Science:

      Strengths:

      Areas Needing Improvement:

      Strategies to Improve Identified Areas: (Who & When)

4. Describe the instructional program for Language Arts in the school:

After studying the results of the Curriculum and Instruction Area of your Self-Study, please identify the following for Language Arts:

      Strengths:

      Areas Needing Improvements:

      Strategies to Improve Identified Areas: (Who & When)

5. Describe the instructional program for Social Studies in the school:

After studying the results of the Curriculum and Instruction Area of your Self-Study, please identify the following for Social Studies:

Strengths:

Areas Needing Improvement:

Strategies to Improve Identified Areas: (Who & When)

6. Describe the instructional program for Technology in the school:

After studying the results of the Curriculum and Instruction Area of your Self-Study, please identify the following for the Technology Program:

Strengths:

Areas Needing Improvement:

Strategies to Improve Identified Areas: (Who & When)

7. Describe the instructional program for Physical Education in the school:

After studying the results of the Curriculum and Instruction Area of your Self-Study, please identify the following for Physical Education:

Strengths:

Areas Needing Improvement:

Strategies to Improve Identified Areas: (Who & When)

8. Describe the instructional program for Music in the school.

After studying the results of the Curriculum and Instruction Area of your Self-Study, please identify the following for Music:

Strengths:

Areas Needing Improvement:

Strategies to Improve Identified Areas: (Who & When)

9. Describe the instructional program for Art in the school:

After studying the results of the Curriculum and Instruction Area of your Self-Study, please identify the following for Art:

    Strengths:

    Areas Needing Improvement:

    Strategies to Improve Identified Areas: (Who & When)

10. Describe the instructional program for World Languages in the school:

After studying the results of the Curriculum and Instruction Area of your Self-Study, please identify the following for Foreign Language:

    Strengths:

    Areas Needing Improvement:

    Strategies to Improve Identified Areas: (Who & When)

11. Describe the instructional program for Other Areas (specify):

After studying the results of the Curriculum and Instruction Area of your Self-Study, please identify the following for Other Areas (specify):

    Strengths:

    Areas Needing Improvement:

    Strategies to Improve Identified Areas: (Who & When)

After studying the results of the Teaching and Learning Environment section of your Self-Study, please identify the following for your school's overall academic program:

    Strengths:

    Areas Needing Improvement:

    Strategies to Improve Identified Areas: (Who & When)

Chairperson: _____

Committee Members:

_____   _____

_____   _____

_____   _____

I. GOVERNANCE, ADMINISTRATION AND MANAGEMENT

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

STANDARD 1: Each school shall have a Parent/Student School Advisory Council.

SUPPORTING DATA
- School Advisory Council constitution, bylaws, and parent/student handbook
- Minutes of regular meetings for the last two years
- Organizational chart
- Notices and schedules for School Advisory Council meetings
- Review of policies and procedures
- Current Strategic Plan

QUALITY INDICATORS

1.	The S.A.C.'s constitution and bylaws are periodically reviewed.	1 2 3 N/A
2.	S.A.C. practices are consistent with the constitution and bylaws.	1 2 3 N/A
3.	The S.A.C. recommends policies/guidelines.	1 2 3 N/A
4.	There is a process for reviewing and updating policies/guidelines.	1 2 3 N/A
5.	Meeting dates, times and places are announced to the school community.	1 2 3 N/A
6.	Orientation is given to prospective and new S.A.C. members.	1 2 3 N/A
7.	The SAC focuses on strategic planning for the school.	1 2 3 N/A

DESCRIPTIVE NARRATIVES

A.   Describe how School Advisory Council members are selected.

B. What was the date of the most recent School Advisory Council in-service session? Describe the program.

C. **For parish schools:** Describe how the School Advisory Council operates in relation to other parish governance groups and to the pastor.

D. **For regional schools:** Describe how the School Advisory Council operates in relation to the parishes served and to the pastors.

E. **For (Arch)diocesan schools:** Describe how the School Advisory Council's authority and function is clear in relation to the (Arch)diocese, its educational agencies and the (Arch)Bishop.

F. **For Religious community sponsored schools:** Describe how the School Advisory Council's purpose and function is clear in relation to the sponsoring organization's ownership and mission for the school.

G. List the School Advisory Council's major accomplishments over the past two years.

STANDARD 2: The school's relationships with support groups, such as the Home and School Organization and the School Advisory Council are clearly defined for effective school management.

SUPPORTING DATA
- Group/organizations bylaws
- Meeting minutes
- Parent/student handbook

QUALITY INDICATORS

1.	The mission and/or purpose of each support group is clearly and explicitly delineated in writing.	1 2 3 N/A
2.	Support Groups' input is actively sought prior to making significant school related decisions.	1 2 3 N/A
3.	The roles and activities of the school's support groups are clear and consistent with the mission of the school.	1 2 3 N/A
4.	There is ongoing communication and coordination between the school's administrator and each of the support groups.	1 2 3 N/A

DESCRIPTIVE NARRATIVES

A. Describe the role and purpose of different support groups and how information is communicated among them.

STANDARD 3: The responsibilities of the administrator, staff, students and parents are explicitly defined in regulatory handbooks.

SUPPORTING DATA
- Parent Handbook
- Faculty Handbook
- Student Handbook
- School Advisory Council or (Arch)diocesan policies covering rights of administration, staff and students

QUALITY INDICATORS

1.   Student/family and faculty handbooks are annually reviewed   1   2   3   N/A
        and revised.

2.   Handbooks are distributed to staff, students and parents.   1   2   3   N/A

STANDARD 4: The instructional program and the educational facilities are adequately funded to meet OCCSAA Standards and the stated goals of the school.

SUPPORTING DATA
- Current operating budget
- Operating budget for the previous school year
- Salary scales for the past three years
- Copy of the most current financial audit, if available

QUALITY INDICATORS

1.   Opportunities exist for the faculty and staff to present needs   1   2   3   N/A
        and priorities for budget consideration.

2.   Progress has been made over the past three years to enhance   1   2   3   N/A
        faculty and staff salaries and benefits.

3.   The school has an annual financial review.   1   2   3   N/A

DESCRIPTIVE NARRATIVES

A.   Describe the process for budget development.

B.   Describe the process of long range budget planning.

C.   Is adequate funding provided to meet OCCSAA Standards and stated goals of the school (explain)?

STANDARD 5: The school operates in compliance with constitutional and statutory laws and applicable state and federal laws and regulations.

SUPPORTING DATA

- Parent handbook
- Record of safety drills (fire/tornado/security drills)

QUALITY INDICATORS

1.	The school is kept current about new laws and regulations.	1	2	3	N/A

2.   The school is in compliance with these statutes and regulations:

The Family Educational Rights and Privacy Act of 1974	1	2	3	N/A
Copyright laws	1	2	3	N/A
Computer software piracy regulations	1	2	3	N/A
School bus laws (drug testing and medical exam for driver, CDL license, record of annual evacuation drills) are met for the driver and vehicle	1	2	3	N/A
Immunization laws	1	2	3	N/A
Child abuse and neglect laws	1	2	3	N/A
Asbestos	1	2	3	N/A
Radon (Assessment every five years for any underground facility.)	1	2	3	N/A
Nondiscrimination policy	1	2	3	N/A
Emergency Handbook/Manual	1	2	3	N/A
Record of safety drills (tornado, fire, security)	1	2	3	N/A
Harassment	1	2	3	N/A
Bullying & cyber bullying	1	2	3	N/A
Meningococcal disease	1	2	3	N/A

3.	Yearly elevator inspection posted in the elevator	1	2	3	N/A

DESCRIPTIVE NARRATIVE

A.   Describe how the administrator stays informed about applicable laws and regulations.

SCHOOL ADVISORY COUNCIL SELF-EVALUATION

It is suggested that each School Advisory Council member complete this evaluation and then come to a consensus about the Council's performance. Please submit the consensus form.

1 – Yes/Full Compliance   2 – Somewhat/Partial Compliance   3 – No/Non-Compliance
NA - Not Applicable

1.   The S.A.C. consciously strives to form a faith
     community through shared prayer and the development
     of a caring, Christian, service-oriented membership.   1   2   3   N/A

2.   The S.A.C. sets annual goals and evaluates its
     progress at least once a year.   1   2   3   N/A

3.   Meetings run smoothly within established
     time frames with opportunity for input from
     all members.   1   2   3   N/A

4.   In-service of S.A.C. members is provided.   1   2   3   N/A

5.   The S.A.C. is clear about its consultative role and
     avoids administrative functions.   1   2   3   N/A

6.   The S.A.C. is involved in the following areas
     of development:
             Recruiting   1   2   3   N/A
             Marketing   1   2   3   N/A
             Public Relations   1   2   3   N/A
             Long Range Planning   1   2   3   N/A
             Funding Efforts   1   2   3   N/A
             Other _____   1   2   3   N/A

7.   Representatives of the S.A.C. participate with the Pastor in the
     selection of the principal according to (Arch)diocesan policy.   1   2   3   N/A

8.   The S.A.C. has appropriate involvement according to the local level's   1   2   3   N/A
     policy in developing the school's budget within the parish process.

9.   The S.A.C. receives updates on the school's income and
     expense statements periodically.   1   2   3   N/A

II. INSTRUCTIONAL LEADERSHIP

The instructional leadership initiates and monitors an effective and efficient program of study. The principal of the school has the major responsibility for instructional leadership, but collaborative program planning is encouraged and assistance from appropriate staff is actively sought. The contribution of all school agents (i.e. teachers, parents, students, parishioners), under the leadership of the principal, should be considered in evaluating the effectiveness of the educational program within the school system.

STANDARD 1: The principal meets the requirements as outlined in the OCCSAA qualifications for Catholic School Administrators.

<u>**QUALITY INDICATORS**</u>**:**

a. is a Catholic in good standing.   1   2   3   N/A

Track One:

b. has a master's degree in administration from an Oklahoma approved Institution of Higher Education.

1 2 3 NA

c. has or is working toward a current and valid Oklahoma State administrators certificate

1 2 3 NA

or

Track Two:

b. has a master's degree in an education related field

1 2 3 NA

c. has a letter of exemption from the Superintendent because the education related field does not allow the administrator to take the State exam

1 2 3 NA

or

Track Three:

b. has a master's degree in an unrelated field and holds an alternative teaching certificate in the State of Oklahoma.

1 2 3 NA

c. is working to complete a master's degree in education administration and will complete the program within three years from the date of initial employment as principal and will obtain an Oklahoma State Administrator's certificate upon completion of the degree program

1 2 3 NA

d. has or will take the courses that meet the criteria for Principal as Spiritual Leader, Catholic School Law and Catholic School Finance.

<div align="right">1 2 3 NA</div>

e. maintains continuing professional development credits of 5 semester hours or 75 staff development points every five years.   1 2 3 NA

_____Principal meets standards
_____Principal is working towards compliance with standards
_____Principal does not meet standards

STANDARD 2: The principal is visible and accessible to all school agents within the school community, and he/she ensures their interaction and involvement in the educational process.

SUPPORTING DATA
- Newsletters
- Social media presence
- Communications

QUALITY INDICATORS

1. The principal works with parents and other organizations to improve the school's service to students and the community.   1 2 3 N/A

2. The principal takes the time to listen to the members of the school community and is receptive to suggestions.   1 2 3 N/A

3. The principal is accessible when needed.   1 2 3 N/A

4. The principal promotes and encourages collaboration and cooperation between all school agents within the school and local community.   1 2 3 N/A

5. The principal is highly visible and finds the time to interact with students.   1 2 3 N/A

6. Students feel free to initiate communication with the principal.   1 2 3 N/A

DESCRIPTIVE NARRATIVES

A. Describe how the principal makes himself/herself available and accessible to various school agents (i.e. students, teachers, parents, community members).

B. Describe how the principal involves school agents in the educational process.

STANDARD 3: The principal focuses attention of the staff on elements of quality programming.

<u>QUALITY INDICATORS</u>

1. The principal assists the faculty in developing an   1   2   3   N/A
    understanding of, and support for, the beliefs and attitudes
    which form the basis of the school's mission.

2. The principal provides for the identification of, and the reaching of   1   2   3   N/A
    consensus on, the educational goals of the school.

3. The principal helps the faculty develop high professional   1   2   3   N/A
    expectations and standards for themselves and the school.

4. The principal envisions future goals and directions for the school.   1   2   3   N/A

5. The principal communicates to teachers the reasons for   1   2   3   N/A
    administrative practices used in the school.

6. The principal is knowledgeable about the general goals and   1   2   3   N/A
    objectives of curricular areas.

7. The principal is knowledgeable about a variety   1   2   3   N/A
    of instructional strategies that enhance student learning.

8. The principal administers a school wide curricular   1   2   3   N/A
    program as prescribed by the Arch (diocese).

9. The principal involves staff members in planning and   1   2   3   N/A
    implementing quality educational programs for the school.

<u>DESCRIPTIVE NARRATIVE</u>

A. Provide specific examples of the principal's instructional leadership and how he/she works with
    the faculty on instructional programming.

STANDARD 4: The principal monitors and evaluates school effectiveness.

<u>SUPPORTIVE DATA</u>
- Schedule of professional development opportunities
- Faculty meeting schedules

<u>QUALITY INDICATORS</u>

1.	The principal informs the staff of new developments and ideas in education.	1 2 3 N/A
2.	The principal uses systematic procedures for faculty and staff appraisal, development, retention and dismissal.	1 2 3 N/A
3.	The principal possesses instructional observation skills which provide the basis for accurate assessment of the teaching process in the classroom.	1 2 3 N/A
4.	The principal actively and regularly participates in the observation and supervision of classroom instruction, including teaching strategies and student learning.	1 2 3 N/A
5.	The principal has effective techniques for helping ineffective teachers.	1 2 3 N/A
6.	The principal maintains an awareness and knowledge about research on the learning process and school climates that promote student learning.	1 2 3 N/A
7.	The principal participates in instructional improvement activities and monitors student learning outcomes.	1 2 3 N/A
8.	The principal promotes the diagnoses of students' learning needs and the application of appropriate instructional strategies to meet those needs.	1 2 3 N/A
9.	The principal uses data to evaluate the effectiveness of school programs.	1 2 3 N/A
10.	The principal supervises and monitors extracurricular programs, such as athletics and before/after school services.	1 2 3 N/A

<u>DESCRIPTIVE NARRATIVES</u>

A. Describe how the principal promotes the use of effective instructional strategies and programs within the school.

B. Describe how the principal uses performance and other types of data to assess school effectiveness.

STANDARD 5: A program of evaluation for all personnel is followed.

SUPPORTING DATA
- Administrator's evaluation forms on file
- Teachers' evaluation forms on file
- Specialized and support staff evaluation forms on file

QUALITY INDICATORS

1. Systematic teacher evaluations are conducted.   1 2 3 N/A

2. Specialized and support staff evaluations are systematically   1 2 3 N/A
    conducted.

3. Evaluations, signed by the principal and employee, are in the personnel 1 2 3 N/A
    files in the school office.

DESCRIPTIVE NARRATIVE

A. Describe how formative and summative evaluations are conducted on all personnel: professional and support staff.

STANDARD 6: The principal administers the school program through participative decision making that involves all school agents.

SUPPORTING DATA
- Meeting agendas with various school agents (i.e. students & faculty)
- Student leadership groups (student council, house system, etc.)

QUALITY INDICATORS

1. The principal encourages student leadership.   1 2 3 N/A

2. The principal encourages and promotes student responsibility.   1 2 3 N/A

3. Teachers feel free to share ideas and concerns about school with   1 2 3 N/A
    the principal.

DESCRIPTIVE NARRATIVE

A. Explain how the principal involves students and teachers in the decision-making process.

STANDARD 7: The principal implements the requirements and procedures of OCCSAA.

SUPPORTING DATA
- OCCSAA annual report
- Current accreditation status letter
- Accreditation certificate posted
- Past visitation reports

QUALITY INDICATOR

1. The principal is supportive of, and operates within, the policies   1   2   3   N/A
    of the OCCSAA accreditation process.

III. PERSONNEL

The school employs qualified and competent personnel, assigns them properly, and offers in-service and other opportunities for professional growth.

STANDARD 1: Professional personnel have a valid degree and proper preparation for their assignment, with records on file in the local school office.

SUPPORTING DATA
- Job descriptions for administrators, teachers, and support staff
- Faculty or (Arch)diocesan handbook for personnel
- Procedures for hiring, evaluation, and dismissal of personnel
- Personnel folders

QUALITY INDICATORS

1. Procedures exist for identification of personnel needs, recruitment,   1   2   3   N/A
    hiring and assignments.

2. Teachers of grades K through 8:

    a. have a bachelor's degree   1   2   3   N/A

    b. have a current and valid Oklahoma teaching certificate   1   2   3   N/A

    c. maintain recency of credit (5 semester hours or   1   2   3   N/A
       a minimum of 75 staff development points)
       every five years

    d. Superintendent's letter of approval <u>if necessary</u>   1   2   3   N/A
    Number of teachers_____:

e. _____Teachers who meet standards

_____Teachers who are working towards compliance with standards

_____Teachers who do not meet standards

4. Records for all professional personnel are properly maintained and accessible.

Personnel files for administrators and teachers must be checked and updated annually, comply with OCCSAA guidelines, and must include:

a.	an (Arch)diocesan application;	1 2 3 N/A
b.	official <u>original</u> transcripts;	1 2 3 N/A
c.	an original and current professional teaching certificate;	1 2 3 N/A
d.	a background check;	1 2 3 N/A
e.	a copy of the teacher contract or salary agreement;	1 2 3 N/A
f.	a sick leave form;	1 2 3 N/A
g.	signed and dated I-9 form;	1 2 3 N/A
h.	copies of annual evaluations signed and dated by employee and supervisor;	1 2 3 N/A
i.	evidence of continuing professional development;	1 2 3 N/A
j.	evidence of continuing religious formation	1 2 3 N/A
k.	Oklahoma new hire form;	1 2 3 N/A
l.	signed job description;	1 2 3 N/A
m.	faculty data sheet; (if required)	1 2 3 N/A
n.	benefits notification;	1 2 3 N/A
o.	superintendent's approval letter (if not certified);	1 2 3 N/A
p.	certificate of safe environment training.	1 2 3 N/A
q.	signed Code of Conduct form;	1 2 3 N/A
r.	Pastor documentation for teachers of religion indicating practicing Catholic in good standing with the Church, if required by diocese.	1 2 3 N/A

Personnel files for volunteers must be checked and updated annually, comply with OCCSAA guidelines, and must include:

    a.   an (Arch)diocesan application: (OKC only)   1 2 3 N/A

    b.   a background check;   1 2 3 N/A

    c.   signed Code of Conduct form;   1 2 3 N/A

    d.   certificate of safe environment training.   1 2 3 N/A

STANDARD 2: Teachers in specialized areas, teacher/instructional assistants and other school employees are properly prepared for their assignments and their performance is monitored.

SUPPORTING DATA
- Job descriptions
- Contracts
- Evaluation forms

QUALITY INDICATORS

1.   All teachers in specialized areas not having proper credentials   1 2 3 N/A
have been approved in writing by the (Arch)diocesan Superintendent.

2.   All teachers/instructional assistants and other school employees are properly   1 2 3 N/A
assigned, trained, and supervised.

3.   Evaluations are on file for all teachers in specialized areas,   1 2 3 N/A
as well as for instructional assistants.

DESCRIPTIVE NARRATIVES

    A.   Describe the assignment of paraprofessional personnel in terms of training, accountability and professional support.

STANDARD 3: Teachers take advantage of a variety of opportunities for professional and spiritual growth.

SUPPORTING DATA
- Faculty in-service records
- School staff development plans

QUALITY INDICATORS

1.   Faculty members participate in spiritual formation activities.   1 2 3 N/A

2.   Faculty members participate in professional growth and in-service   1 2 3 N/A
activities.

3. Faculty members are involved in planning staff development activities.   1   2   3   N/A

4. The school financially supports staff development.   1   2   3   N/A

5. (Arch)diocesan, school goals, and/or the strategic plan are used in planning staff development.   1   2   3   N/A

DESCRIPTIVE NARRATIVES

A. Describe the immediate and long-range staff development programs, both spiritual and professional, that exist in the school/Arch(diocese).

B. Explain how professional and spiritual growth activities are planned and monitored.

After studying the results of the School Staff, Administration and Coordination Area of your Self-Study, please identify the following:

Strengths:

Areas Needing Improvement:

Strategies to Improve Identified Areas: (Who & When)

AREA F: STUDENT SERVICES

Chairperson: _____

Committee Members:

_____   _____

_____   _____

_____   _____

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

STANDARD 1: Guidance resources are available at the school or parish office to help all students and families with their emotional, spiritual, social, and academic needs.

SUPPORTING DATA
- Brochures and/or information for referral agencies
- Materials and resources for students and parents

QUALITY INDICATORS

1. Guidance resources addressing the emotional, spiritual, social   1   2   3   N/A
    and academic needs of all students and families are available
    and accessible.

2. Guidance resources support the mission of the school.   1   2   3   N/A

3. Professional guidance referrals are recommended when appropriate   1   2   3   N/A
    or necessary.

4. The confidentiality of student records and information is safeguarded. 1   2   3   N/A

DESCRIPTIVE NARRATIVES

A. What types of guidance resources and services are available to students and families?

B. Describe the procedures and process for referring students to outside agencies.

STANDARD 2: The school considers the admissibility of students with exceptional learning needs and when appropriate and feasible strives to make accommodations that enhance the learning and development of such students.

QUALITY INDICATORS

1.   The school has and follows a procedure for determining the   1   2   3   N/A
      admissibility of students with exceptional learning needs.

2.   When feasible, special accommodations and services exist   1   2   3   N/A
      for students with exceptional learning needs.

3.   Professional development on the learning needs of exceptional   1   2   3   N/A
      students is provided for teachers.

DESCRIPTIVE NARRATIVES

A.   Describe the process used by the school for admitting students with exceptional learning needs.

B.   Explain how teachers and administrators determine the types of services and accommodations
      exceptional learners should receive.

C.   Describe the existing programs and services that accommodate the needs of exceptional learners.

D.   What professional development opportunities and/or in-services are afforded teachers dealing
      with exceptional students?

STANDARD 3: A functional library and technology center are maintained in line with the requirement of the instructional program.

SUPPORTING DATA
           - Library facilities
                   reference materials
                   books
                   periodicals and digital resources
                   information files
                   technological materials and equipment
           - Library media catalogue
           - Written policies and procedures
           - Professional materials for staff use
           - Curriculum standards (Tulsa diocese)

QUALITY INDICATORS

1.   Planned programs of library and media resource services and   1   2   3   N/A
      materials support the mission of the school.

2.   The library is adequately staffed for the clientele served.   1   2   3   N/A

3.   The library is adequate in size for the number of   1 2 3 N/A
students served, and adequate space for storage is available.

4.   The annual library/media center budget meets the needs   1 2 3 N/A
of the students and staff.

5.   The annual instructional technology meets the needs   1 2 3 N/A
of the students and staff.

6.   Written policies and procedures have been developed   1 2 3 N/A
for the library and instructional technology use.

7.   Library resources support the curriculum and are responsive   1 2 3 N/A
to the requests/requirements of the professional staff and students.

8.   Annual inventories of materials and equipment are maintained.   1 2 3 N/A

9.   Instruction in library use is provided by the library center staff   1 2 3 N/A
for both teachers and students.

DESCRIPTIVE NARRATIVE

A.   In what way do resources of the library and instructional technology enrich, extend and support
the school curriculum?

STANDARD 4: Adequate student health services are provided to ensure that the school is in compliance with all statutory requirements.

SUPPORTING DATA

- Student health and immunization records
- Emergency care procedures
- Medication procedures
- Communicable disease procedures
- Child abuse and life-threatening emergency procedures

QUALITY INDICATORS

1.   First aid supplies are available in various locations and are easily   1 2 3 N/A
accessible (classrooms, playground, and on field trips).

2.   A minimum of 20% of the school faculty/staff is certified in   1 2 3 N/A
emergency first aid treatment and cardiopulmonary resuscitation (CPR).
If the school has multiple buildings/floors on its campus, at least one
person in each building/floor must be certified. The remaining faculty/
staff must be trained in emergency first aid treatment.

3.   Provisions are made for disabled students and students with special   1 2 3 N/A
health problems.

4.	Student health and immunization records are maintained and updated; these include documentation of vision screening for Kindergarten, first, and third grade students in compliance with Oklahoma school law.	1 2 3	N/A
5.	Written procedures including medication logs, for the distribution of medication are in place.	1 2 3	N/A
6.	Written procedures for the reporting of child abuse and the handling of threatening situations are on file.	1 2 3	N/A
7.	Written procedures regarding communicable diseases, as well as policies that incorporate health department and county regulations, are in place.	1 2 3	N/A
8.	Written procedures for care of health emergencies are on file.	1 2 3	N/A
9.	Written reports of serious accidents are filed with the principal.	1 2 3	N/A
10.	Parents/guardians are informed promptly when a student is injured or becomes seriously ill.	1 2 3	N/A
11.	The above notifications are logged in writing for the school's records.	1 2 3	N/A
12.	Reports required by the health department are filed according to regulations.	1 2 3	N/A

DESCRIPTIVE NARRATIVES

A.   What provisions are made to inform students of and/or to eliminate practices detrimental to the health of the students (i.e. drugs, alcohol, poor nutrition, suicide prevention)? Are alcohol and substance abuse programs routinely and consistently offered?

B.   What student health records are kept and how are they used?

STANDARD 5: The school encourages extracurricular activities to meet the special interests of the students.

SUPPORTING DATA
- Extracurricular opportunities
- Field trip policies
- Parental permission requests

QUALITY INDICATORS

1.	The extracurricular program reflects the school's mission.	1 2 3	N/A

2.   The extracurricular program provides opportunities for student   1   2   3   N/A
     leadership, decision making and cooperation within groups.

3.   The extracurricular program is actively supported by parents.   1   2   3   N/A

4.   Extracurricular activities are under adult supervision   1   2   3   N/A
     and sponsorship.

5.   Activity sponsors gain administrative approval of proposed   1   2   3   N/A
     events and follow the school's money management policies.

6.   Appropriate health and safety precautions are taken when   1   2   3   N/A
     planning off campus activities.

7.   Trips are taken only with administrative approval and written   1   2   3   N/A
     parent/guardian consent/request.

DESCRIPTIVE NARRATIVE

A.   List and describe the school's extracurricular activities and indicate how they meet the special
     interests of the students.

STANDARD 6: The school strives to provide additional services that could be added to the ordinary school day to meet the needs of the clientele it serves.

SUPPORTING DATA
      - Tutoring and remediation policies
      - Extended day policies
      - Morning breakfast program policies
      - School lunch program policies
      - Transportation service policies
      - Summer school policies and schedules

QUALITY INDICATORS
1.   The school provides additional services and programs   1   2   3   N/A
     that address the needs of its constituents.

2.   The school's programs of tutoring, remediation and enrichment   1   2   3   N/A
     provide for the clientele it serves.

DESCRIPTIVE NARRATIVES

A.   Describe the school's programs of tutoring, remediation and enrichment for the clientele served.

STANDARD 7: The school includes, where necessary, assigned areas for special programs of instruction.

QUALITY INDICATORS

1. Indicate the existence of assigned areas for special program instruction.

The school has a science center	1 2 3 N/A
The school has a computer center	1 2 3 N/A
There is an area for music instruction	1 2 3 N/A
There is an area for art instruction	1 2 3 N/A
The school has a gymnasium	1 2 3 N/A
There are special learning centers for remediation/gifted instruction	1 2 3 N/A

After studying the results of the Student Services Area of your Self-Study, please identify the following:

Strengths:

Areas Needing Improvement:

Strategies to Improve Identified Areas: (Who & When)

AREA G: SCHOOL PLANT AND FACILITIES

Chairperson: _____

Committee Members:

_____   _____

_____   _____

_____   _____

STANDARD 1: The physical plant and facilities of the school are adequate, safe, well designed for instruction and conducive to learning.

SUPPORTING DATA
- Floor plans
- Strategic plans for enhancement/improvement

QUALITY INDICATORS

1. The school's physical facilities are safe for instructional purposes.   1 2 3 N/A

2. The school includes parking areas of sufficient size for school community requirements.   1 2 3 N/A

3. Instructional areas are available for small groups.   1 2 3 N/A

4. Areas for individualized instruction are available.   1 2 3 N/A

5. A gymnasium/play area is available for necessary activities.   1 2 3 N/A

6. Faculty and administrative areas are functional.   1 2 3 N/A

7. The cafeteria services the needs of the student body.   1 2 3 N/A

8. Equipment (copying, computer, etc.) is provided in the faculty working areas. Storage space is adequate for the school's needs.   1 2 3 N/A

STANDARD 2: The school facility projects a positive image and environment for teaching and learning.

QUALITY INDICATORS

1.	The school plant and grounds are neat and attractive.	1	2	3	N/A
2.	The colors of the walls, ceiling and trim are in good repair.	1	2	3	N/A
3.	Lighting in the school facility is satisfactory.	1	2	3	N/A
4.	Ventilation in the school facility is satisfactory.	1	2	3	N/A
5.	Stairways, ramps, corridors, restrooms and similar spaces are clean and well lit.	1	2	3	N/A
6.	Student work and achievements are displayed in hallways and classrooms.	1	2	3	N/A

7.   Restroom facilities are provided and are adequate for the needs of:

Faculty	1	2	3	N/A
Boys	1	2	3	N/A
Girls	1	2	3	N/A

STANDARD 3: The school plant and facilities are properly maintained.

SUPPORTING DATA
- Maintenance schedule and records.

QUALITY INDICATORS

1. Are custodial services and building maintenance are performed on a regular basis.   1   2   3   N/A

STANDARD 4: The school provides a safe and healthy environment as prescribed by policy and carried out in practice.

SUPPORTING DATA
-Emergency Procedures

QUALITY INDICATORS

1.   Facilities are organized to provide a smooth and safe flow of   1   2   3   N/A
pedestrian and vehicular traffic.

2. Morning drop off - procedures are designed for students' safety and followed in practice.   1 2 3 N/A

3. Afternoon pick up - procedures are designed for students' safety and followed in practice.   1 2 3 N/A

4. All building exit doors open outward and are equipped with panic hardware.   1 2 3 N/A

5. All exterior emergency exits are clearly marked with legal exit lights/signs.   1 2 3 N/A

6. An emergency plan is prominently displayed in each room.   1 2 3 N/A

7. The heating, ventilation, and air-conditioning are maintained in clean, working condition.   1 2 3 N/A

8. Electrical outlet covers or childproof electrical outlets are used in grades PK-K and any common use areas.   1 2 3 N/A

9. All control switches are easily accessible, and their location is known by staff.   1 2 3 N/A

10. Sanitary drinking fountains are provided in sufficient number and in locations to meet the needs of students.   1 2 3 N/A

11. Documentation of lead-free drinking fountains is on file (required every seven years).   1 2 3 N/A

12. An asbestos management plan is on file and implemented.   1 2 3 N/A

13. Fire extinguishers (appropriate to the area) and fire suppression system are readily accessible and have updated inspection stickers.   1 2 3 N/A

14. Personnel are trained in the use of fire extinguishers, fire safety equipment and protection from blood borne pathogens.   1 2 3 N/A

15. Fire alarms are distinct from regular program signals.   1 2 3 N/A

16. First aid kits containing essential materials are easily accessible in required areas (classrooms, playground, and on field trips).   1 2 3 N/A

17. Provision is made for the care and safe storage of all combustible materials.   1 2 3 N/A

18. The kitchen and service areas are furnished with equipment that meet county sanitation standards.   1 2 3 N/A

19.	Storage facilities are maintained in an orderly and sanitary condition.	1 2 3 N/A
20.	Facilities permit thorough cleaning of dining and kitchen areas are cleaned daily.	1 2 3 N/A
21.	Gym dressing rooms and restrooms are adequately cleaned and maintained.	1 2 3 N/A
22.	Instructional areas are clean.	1 2 3 N/A
23.	The grounds and outdoor athletic areas are satisfactorily maintained.	1 2 3 N/A
24.	Regular emergency evacuation drills are held and documented.	1 2 3 N/A
25.	Security devices are installed and properly maintained to ensure effective use.	1 2 3 N/A
26.	Science centers have necessary safety equipment (i.e., first aid kits, goggles, gas cut-off, eyewash, blankets, fire extinguishers).	1 2 3 N/A
27.	Boiler inspection completed (required one time a year).	1 2 3 N/A
28.	Compliant with Americans with Disabilities Act.	1 2 3 N/A

DESCRIPTIVE NARRATIVE

A.   What precautions are taken to protect students from outsiders/strangers before, during and after school?

After studying the results of the Plant and Facilities Area of your Self-Study, please identify the following:

Strengths:

Areas Needing Improvement:

Strategies to Improve Identified Areas: (Who & When)

APPPENDIX A - Parent/Student Handbook Checklist

List the page number of the Parent/Student Handbook on which the following items are found.

ITEM   FOUND ON PAGE

Asbestos   _____

Philosophy, mission statement, and/or goals   _____

Accreditation Agency Statement   _____

Non-discriminatory policy   _____

Child abuse reporting   _____

Emergency/Crisis Management   _____   _____

Custody issues   _____

Cyber bullying   _____

Meningococcal disease   _____

Technology use agreement   _____

Grievance procedure   _____

Medication procedures   _____

Appendix Survey Guidelines

- Surveys are to be completed and returned to the designated committee members within three weeks of distribution. This will enable your school to address any issues needing to be addressed in the self-study.

IT IS ESSENTIAL THAT RESPONDENT ANONYMITY IS MAINTAINED DURING DATA COLLECTION. IF ANONYMITY IS COMPROMISED, RESULTS MAY BE INVALID AND UNRELIABLE.

A. Parent/Guardian Questionnaire
1. Distribute one questionnaire to each family.
2. Form a small committee to tabulate returning questionnaires.
3. Designate chairperson to complete and forward the summary form to the self-study compiler.

B. Student Questionnaire
1. Distribute one questionnaire to each student in grades 3 through 8.
2. Each teacher is to tabulate the results of their class on a summary sheet and forward to the chairperson.
3. Designate a chairperson to complete the overall summary form and forward to the compiler.

C. Teacher Questionnaire
1. Distribute one questionnaire to each full and part-time teacher. (Aides are optional)
2. Return questionnaires to the chairperson.
3. Designate chairperson to complete summary and forward to the compiler.

APPENDIX B
PARENT/GUARDIAN QUESTIONNAIRE   School_____

Dear Parents/Guardian,

Our school is beginning a self-study to enable the school to recognize its strengths and develop plans for providing the most effective education for our children. Schools regularly engage in this type of study and planning.

We are asking for your help in our study. Please complete the following questionnaire and return it to the school by _____. Individual responses are confidential, and questionnaires need not be signed. Results will be summarized and used in our self-study.

Thank you for your input.

<u>PARENT QUESTIONNAIRE</u>

I. SCHOOL CLIMATE *(parents)*

DIRECTIONS: Place an X in the box which best describes your opinion. Choose only <u>one</u> answer for each statement.	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
1. In general, I have a positive attitude about the school.					
2. I feel the staff & administration have a positive attitude about the school.					
3. I feel the students have a positive attitude about the school.					
4. Teachers demonstrate a caring attitude in dealing with students.					
5. The faculty exhibits professional behavior toward parents, students and their work.					
6. The school is well-known and highly regarded in the community.					
7. I would recommend the school to my family and friends.					
8. Problem behavior is handled with due concern for all involved.					

II. ACHIEVEMENT (*parents*)

DIRECTIONS: Place an X in the box which best describes your opinion. Choose only <u>one</u> answer for each statement.	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
1. The school is doing a good job of teaching my child.					
2. My child is regularly given meaningful homework assignments.					
3. The school effectively teaches religion and religious values.					

III. COMMUNICATION (*parents*)

DIRECTIONS: Place an X in the box which best describes your opinion. Choose only <u>one</u> answer for each statement.	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
1. I feel free to talk with the school staff about my concerns.					
2. I receive information about my children's academic progress.					
3. Parents receive information they need about the school's policies, procedures, events and activities.					
4. Classroom teachers communicate with me as needed.					

If you could change one thing about the school, what would it be?

_____

_-_____

_____

_____

I. SCHOOL CLIMATE (*students*)

DIRECTIONS: Place an X in the box which best describes your opinion. Choose only <u>one</u> answer for each statement.	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
1. In general, I think my school is good.					
2. I think my teachers feel good about the school.					
3. I think my classmates feel good about the school.					
4. Teachers show a caring attitude to students.					
5. I would recommend the school to my family and friends.					
6. My parents feel welcomed in the school.					
7. Problem behavior is handled fairly.					

II. ACHIEVEMENT (*students*)

DIRECTIONS: Place an X in the box which best describes your opinion. Choose only <u>one</u> answer for each question.	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
1. I learn a lot in school.					
2. I am regularly given meaningful homework assignments.					
3. The school teaches me religion and religious values.					

III. COMMUNICATION (*students*)

DIRECTIONS: Place an X in the box which best describes your opinion. Choose only <u>one</u> answer for each question.	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
1. My parents feel free to talk with the teachers or principal.					
2. My teachers let my parents know how I am doing.					
3. My parents and I receive information we need about the school's policies, procedures, events and activities.					
4. I feel free to talk to my teachers about my concerns.					

If you could change one thing about the school, what would it be? _____
_____

APPENDIX D   TEACHER QUESTIONNAIRE

I. SCHOOL CLIMATE (*teachers*)

DIRECTIONS: Place an X in the box which best describes your opinion. Choose only <u>one</u> answer for each statement.	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
1. In general, I have a positive attitude about my school.					
2. Most teachers I know have a positive attitude about the school.					
3. Most students I know have a positive attitude about the school.					
4. I exhibit a caring attitude in dealing with students.					
5. Our faculty exhibits professional behavior toward parents, students and our work.					
6. The school is well-known and highly regarded in the community.					
7. I would recommend the school to my family and friends.					
8. Parents feel welcomed in the school.					
9. Problem behavior is handled with due concern for all involved.					

II. ACHIEVEMENT (*teachers*)

<u>DIRECTIONS</u>: Place an X in the box which best describes your opinion. Choose only <u>one</u> answer for each statement.	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
1. The educational program offered in our school is of high quality.					
2. I regularly give students meaningful homework assignments.					
3. The school effectively teaches religion and religious values.					

III. COMMUNICATION (*teachers*)

1. I feel free to talk with parents about my concerns.					
2. Parents receive information about their children's academic progress.					
3. Parents receive information they need about the school's policies, procedures, events and activities.					
4. I communicate freely with parents and students as needed.					

If you could change one thing about the school, what would it be? _____

_____

STANDARD:

The climate of a Catholic school shall reflect the school's written philosophy and objectives. There is an atmosphere in which staff and students enjoy effective and harmonious relationships.

Number of surveys returned: _____   Parents: _____   Students: _____   Teachers: _____

Use the results of the school survey to identify the following:

Strengths:

Areas Needing Improvement:

Strategies to Improve Identified Areas: (Who & When)

APPENDIX F - GUIDELINES FOR EXTENDED CARE PROGRAMS

The extended care program will be observed as part of the on-site visitation bearing in mind the following guidelines:

1. The Role of the School

   a. The school shall formalize its relations with the extended care program to ensure sound communications, and to sort out policies, roles and responsibilities to benefit the children served.

   b. The school community shall explore how its policies can best support a high-quality program for all children.

   c. The school shall provide a written statement to parents regarding the policies, practices and procedures of its extended care program.

2. Human Relations

   a. The staff of the extended care program demonstrate warmth and respect for children and actively promote their development and self-esteem.

   b. Staff-child ratios and group sizes are small enough to enable the staff to meet the needs of all the children in the program.

   c. The staff support each other, respect and care for each other, and work as a team to meet the needs of the children.

   d. The staff form a partnership with parents through frequent communication, goal setting, and problem solving to ensure that each child has a successful experience in the program.

   e. The school and staff of the extended care program demonstrate respect for the importance of both school and child care in the children's development by cooperating to solve problems and enhance the effectiveness of both the school and the extended care program.

3. Activities and Time

   a. A flexible daily schedule reflects the individual needs of the children.

   b. The children are free to choose activities and friends, and to develop and explore their own interests.

   c. Extended care program activities reflect that children's needs, interests and abilities vary from individual to individual and change with age.

   d. A high-quality extended care program provides children with a variety of materials,

supplies and equipment that reflects their interests and needs and supports their development.

4. Physical Environment

    a. Indoor space is comfortable, adequate in size, clean and well-organized.

    b. Outdoor space is adequate in size and enough equipment and choices of activity to offer a variety of safe challenges for children.

5. Administration

    a. Sound program administration and decision-making concerning personnel, safety, health and nutrition, fiscal management and legal issues set the framework for a healthy extended care program.

    b. Administration seeks out qualified staff who demonstrates a commitment to working together and sharing knowledge and skills to promote the children's development.

    c. The program protects and enhances the safety, health and nutrition of its children.

    d. The budget is planned to adequately support the program's philosophy and policies.

    e. The procedures and policies of the program protect the children and staff through a well-informed approach to authorization, risk management and protection from liability.

APPENDIX G

STATEMENT OF VERIFICATION

As a result of the observations of the Visiting Team, which is reflected in our Final Report, we now complete this verification of validated standards.

AREA B   _____Validated   _____Partially Validated   _____Not Validated

Comments_____

AREA C   _____Validated   _____Partially Validated   _____Not Validated

Comments_____

AREA D   _____Validated   _____Partially Validated   _____Not Validated

Comments_____

AREA E   _____Validated   _____Partially Validated   _____Not Validated

Comments_____

AREA F   _____Validated   _____Partially Validated   _____Not Validated

Comments_____

AREA G   _____Validated   _____Partially Validated   _____Not Validated

Comments_____

_____		_____	
Chairperson	Date	Team Member	Date
_____		_____	
Team Member	Date	Team Member	Date

==

The Visiting Team will fill out a form like the one above, verifying your self-study after the three-day on-site visitation and send it with necessary materials and reports to the Council of Commissioners.

The form below is an example of the next step in the process of accreditation of your school. After the self-study and Final Report of your school is reviewed by the Commissioners at a regularly scheduled meeting, it is then filled out, signed and sent to the OCCSAA Board of Directors. Those directors make the decisions regarding accreditation status of schools.
==

STATEMENT OF RECOMMENDATION

COUNCIL OF COMMISSIONERS
OKLAHOMA CONFERENCE OF CATHOLIC SCHOOLS ACCREDITING ASSOCIATION

As a result of the observation of the Visiting Team, which is reflected in our Final Report, we recommend that the status of _____ School be regarded as:

    _____ACCREDITED   _____ SUSPENDED

    _____ACCREDITED ADVISED   _____ NOT ACCREDITED

    _____ACCREDITED ON PROBATION

Required Core Subject Time Allotments

Subjects	Grades PreK-K	Grades 1 & 2	Grades 3,4, & 5 if self - contained	Grade 5 Departmentalized With 6,7 & 8	Grades 6, 7, & 8
Religion	15m / day 75m / week	30m/day 150m/week	30m/day 150m/week	45m/day 225m/week	45m/day 225m/week
Language Arts		150m/day 750m/week	150m/day 750m/week	90m/day 450m/week	90m/day 450m/week
Math		60m/day 300m/week	50m/day 250/week	45m/day 225m/week	45m/day 225m/week
Science				225m/week	225m/week
Social Studies		100m/week*	150m/week*	225m/week	225m/week

Suggested Special Course Time Allotments

Fine Arts		150m/week	100m/week	100m/week
PE/Health/Safety		100m/week	150m/week	150m/week
Foreign Language		100 m/week	150m/week	200m/week
Technology		100m/week	150m/week	200m/week

Religion is to be taught every day. Liturgy and Para liturgical services may be substituted for religion class. On days of assemblies, programs, etc., religion class should still be held. Remember, the primary purpose of our schools is the religious instruction of students.

*Science and Social Studies may be taught in unit blocks, and alternated.   A minimum of two grades a week should be recorded per subject taught.

If your school has fifth grade participating in departmentalized scheduling, fifth grade should follow the middle school time allotments.

The State of Oklahoma has only one course which has a specified time minimum. "The teaching of physical education to all physically able students during the entire school year from first through sixth grade, through physical education, a weekly minimum of seventy-five (75) minutes per student, exclusive of recess activity, supervised play, intramural, interschool athletics or other extracurricular activities . . .

An elective program of instruction physical education designed to provide a minimum of one hundred fifty (150) minutes per week shall be provided for all students in seventh through twelfth grade. (See School Laws of Oklahoma, Section 240, Courses of Study)

Oklahoma Conference of Catholic Schools Accreditation Association - OCCSAA
Allyson Helm, Director
7501 Northwest Expressway, PO Box 32180, Oklahoma City, OK 73123
Mrs. Diane Floyd - Superintendent of Schools 405.721.4202   dfloyd@archokc.org
12300 E. 91st. Street, Broken Arrow, OK 74012-6031, P.O. Box 690240, Tulsa, OK 74169-0240
Mr. David Dean - Superintendent of Schools 918.307-4940   david.dean@dioceseoftulsa.org

	Accredited Schools in Oklahoma	Administrator	Address	City	Zip	Phone	E-mail	Grades
1	All Saints Catholic School	Suzette Williams	299 S. 9th Street	Broken Arrow	74012	918.251.3000	ascalet@allsaintsba.com	P-8
2	All Saints Catholic School	Dana Wade	4000 36th Ave. NW	Norman	73072	405.447.4600	dwade@allsaintsnorman.org	P-8
3	Bishop John Carroll School	Tim McFadden	1100 NW 32nd Street	Oklahoma City	73120	405.525.0956	TMcFadden@bjccs.org	P-8
4	Christ the King School	Amy Feighny	1905 Elmhurst	Oklahoma City	73120	405.843.3909	afeighny@ckschool.com	P-8
5	Holy Family Cathedral School	Trish Spoerl	820 S. Boulder Ave.	Tulsa	74119	918.582.0422	trish.spoerl@myhfs.org	P-8
6	Holy Trinity School	Steve Lykes	PO Box 485	Okarche	73762	405.263.4422	Slykes@holytrinityok.org	P-8
7	Marquette Catholic School	Jay Luetkemeyer	1519 S. Quincy Ave.	Tulsa	74120	918.584.4631	jay.luetkemeyer@marquetteschool.org	P-8
8	Rosary Catholic School	Christy Harris	1910 NW 18th Street	Oklahoma City	73106	405.525.9272	principal@rosaryschool.com	P-8
9	Sacred Heart Catholic School	Adriana Garza	2700 S. Shartel	Oklahoma City	73109	405.634.5673	principal@sacredheartokc.org	P-8
10	Sacred Heart Catholic School	Shannon Statton	210 South Evans	El Reno	73036	405.262.2284	Sstattonsacredheart@live.com	P-6
11	School of Saint Mary	Maureen Clements	1365 E. 49th Place	Tulsa	74105	918.749.9361	maureen.clements@schoolofsaintmary.com	P-8
12	St. Catherine School	Michelle Anthamatten	2515 W. 46th Place	Tulsa	74107	918.446.9756	manthamatten@saint-catherine.org	P-8
13	St. Charles Borromeo	Todd Gungoll	5000 Grove Street	Oklahoma City	73501	405.789.0224	mr.gungoll@scbokc.org	P-8
14	Saint Elizabeth Ann Seton	Laura Gallagher	925 S. Boulevard	Edmond	73083	405.348.5364	lgallagher@stjohn-catholic.org	P-8
15	St. Eugene Catholic School	Molly Goldsworthy	2400 W. Hefner Rd.	Oklahoma City	73156	405.751.0067	principal@steugeneschool.org	P-8
16	St. James the Greater	Alicia Vasquez	1224 SW 41st Street	Oklahoma City	73109	405.636.6810	avazquez@stjames-catholic.org	P-8
17	St. John Nepomuk	Natalie Johnson	600 S. Garth Brooks Blvd.	Yukon	73099	405.354.2509	njohnson@sjnok.org	P-8
18	St. John Catholic School	Lexi Radebaugh	121 W. Eighth Street	Bartlesville	74003	918.336.0603	radebaugh@sjcs-ok.org	P-8
19	St. Joseph Catholic School	Joanne Myers	323 N. Virginia	Muskogee	74403	918.683.1291	jmyers@stjosephok.com	P-8
20	St. Joseph Catholic School	Wade Laffey	110 N. Madison	Enid	73702	580.242.4449	stjoseph_principal@yahoo.com	P-6
21	St. Mary Catholic School	Sarah Hunsaker	415 S. 2nd Street	Ponca City	74601	580.765.4387	sarah.hunsaker@smsponcacity.org	P-8
22	St. Mary Catholic School	Stan Melby	611 SW A Street	Lawton	73501	580.355.5288	principal@stmarys-ok.org	P-8
23	St. Mary Catholic School	Jacque Cook	502 E. Warner	Guthrie	73044	405.282.2071	principal@stmarysguthrie.com	P-8
24	Sts. Peter and Paul Catholic School	Joanne Brown	1428 N. 67th East Ave.	Tulsa	74115	918.836.2165	brown@peterandpaultulsa.org	P-8
25	Sts. Peter and Paul Catholic School	Joana Camacho	315 S. Main Street	Kingfisher	73750	405.375.4616	principal@stspeterandpaul.org	P-4
26	St. Philip Neri Catholic School	Brenda Tener	1121 Felix Place	Midwest City	73110	405.737.4496	btener@spnok.org	P-8
27	St. Pius X Catholic School	Heidi McCoy	1717 S. 75th East Ave	Tulsa	74112	918.627.5367	hmccoy@spxtulsa.org	P-8