This checklist should be used by the school to prepare documentation for their self-study and by the team chairperson to ensure that the school is ready for the visit. Each of the listed documents below must be uploaded into the ePlatform eight weeks prior to the school visit. This list of documentation is considered the minimum documentation to support a rating of "3" for each indicator. Additional documentation may be supplied as applicable to a rating of "4". Less documentation than this may result in a team rating of "2" or "1". Red = EE Indicator

	Standard One: Philosophy and Foundations
1.1	• Statement of Faith • Philosophy • Mission and Vision • Core Values • Schoolwide Expected Student Outcomes • Documentation that they are regularly reviewed
1.2	• School profile • Sample documents that show communication of foundational documents to parents, faculty and students
1.3	• Foundational documents are integrated throughout all programs, operations and curriculum • Lesson plan linkage to documents like the ESO's, philosophy, mission, etc.
1.4	• Proof the leadership, faculty and staff support mission and vision
1.5	• Proof the entire faculty support the development of the whole child
	Standard Two: Governance and Executive Leadership
2.1	• Governing body policy manual and bylaws • Organization chart with terms, roles and responsibilities of board members • Documentation of systematic board self-evaluation and board training • Written long- and short-range goals/plans (Copy of Strategic Plan) • Clear written policies defining the role of the board and the role of the head of school • School board meeting minutes/agendas
2.2	• Policy requiring executive leadership team to have clear testimony for Jesus Christ • Governing body and leadership job descriptions including testimonies and evidence of faith
2.3	• Policy for and tool used in annual evaluation of head of school by the board/Executive leadership
2.4	• Documentation of understanding among the constituency of the decision-making procedures of the school and evidence of securing appropriate stakeholder input in the process • Conflict of interest policy
2.5	• Operations and procedural manuals • Admission procedures and policies • Hiring procedures • Student application • Articles of Incorporation and by-laws
2.6	• Admission policies for all admitted students demonstrating their needs are being met/addressed.
2.7	• Budget and how revenue is spent
2.8	• Budget development plan and documents – who is involved and how?
2.9	• Appropriate financial review – See "Options for meeting Indicator 2.9".
2.9a	• Appropriate financial review for EE Standalone programs – see "Options for meeting Indicator 2.9".
2.10	• Salary and benefit documentation – samples, policies, contracts.
2.11	• Compliance documents from local, state and federal laws – these primarily deal with employment and financial issues like employment policies, workmen's comp; insurance, FMLA compliance, HR Policies, compliance with tax laws. • Evidence of liability insurance – include professional liability policy

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	Standard Three: Home and Community Relations and Student Services
3.1	• Tuition budget and % of revenue that meets budget • Enrollment trends from previous 3 years and projection for next 3-5 years
3.2	• Proof of regular demographic assessments: See document on website *Demographics, Why It Is Important*
3.3	• School calendar and other publications that reflect the number of hours and days required
3.4	• Schedules of parent conferences • Student orientation programs • Various methods in which the school communicates with constituents
3.4a	• Schedules of parent conferences – completed sign-in sheets
3.5	• Grievance policy dealing with parents and or staff – from Parent/Student Handbook
3.6	• Constituent (past and present) surveys and demographic surveys • The inclusion of dialogue with constituents in the communication process and evidence that the school responds to constituent input • Alumni data, such as college or secondary acceptances, matriculation rates (from high school, college, graduate school, etc.), career information, alumni surveys, etc.
3.7	• Parent/student handbooks • Non-discrimination statement
3.8	• Any documentation used for student transition to the next grade level • Advisory programs for students and the student referral process • List of guidance/counseling activities for grades K-12
3.9	• Policy for students who have special needs, if applicable • Planning and implementation of inclusion plans for students who have special needs, if applicable • List of academic support programs and services
3.10	• Policy and procedure for accessing student confidential records • Storage and backup of student records present and long-term
3.11	• Transfer of records plan
3.12	• List of student activities offered and qualifications of supervising staff
3.13	• Written policies regarding transitioning and regrouping of children throughout the day
3.14	• Weekly schedule of each classroom including specials during the week
3.15	• List of professional development opportunities for classroom teachers
3.16	• Research based developmental screening tool • Written intervention plan for students with developmental delays • Examples of staff training in teaching students with different learning needs
3.17	• List of parent opportunities for parent to participate in the education of their child
3.18	• List of referral services available to parents for additional help with their child – screenings, counseling, testing, etc.
3.19	• Latest parent handbook • Signature page from handbook documenting parents have read and agree to cooperate with the foundational documents of the preschool
3.20	• Written plan for marketing and recruiting children and families to the program
	Standard Four: Personnel
4.1	• Code of ethics statement / Lifestyle statement • Audit of staff written testimonies • Staff application requiring staff testimony • Statement of faith signed by staff • Teacher contract

4.2	• Code of ethics signed by staff - sample
4.3	• Proof of screening and background checks for all staff and volunteers • Documentation of new teacher induction/formal orientation
4.4	• ACSI Certification spreadsheet
4.4a	• Certificate showing highest degree earned by the director and a "Temporary Action Plan/Report" showing progress toward meeting this indicator.
4.5	• Listing of all faculty degree information • Forms such as applications, job descriptions, etc.
4.5a	• EE Yearly Staff Profile • Waiver Action Plan/Report to show progress toward meeting this indicator for all teachers.
4.5b	• EE Yearly Staff Profile • Waiver Action Plan/Report to show progress toward meeting this indicator for all assistant teachers.
4.6	• ACSI Certification spreadsheet
4.7	• Professional development and staff orientation plans, procedures, and documentation of completion • Policy and procedure for staff completion of CPoE and biblical studies. • Alignment of resource allocation to educational programs and to school improvement plan requirements
4.7a	• Early education yearly professional development report
4.7b	• Completion certificates for 4 hours of Bible for EE staff
4.7c	• Completion certificate for completing Principles and Practices of Christian Early Education
4.8	• Handbooks for faculty and staff • Teacher application and contract if they contain pertinent information
4.9	• Evaluation processes, plans, and forms for new and continuing faculty and staff; completed evaluations available onsite
4.9a	• Completed/dated teacher evaluation form on new employees
4.10	• Schedules and teaching assignments
4.11	• Schedule/agenda/minutes of faculty meetings, vertical team meetings, departmental meetings, grade level meetings, etc. demonstrating collaboration between administration and teachers
4.12	• Written policy and schedule of paid teacher planning time
4.13	• Written schedule of staff breaks during the workday.
Standard Five: Instructional Program	
5.1	• Written biblical basis for all curriculum guides/subjects • Examples of biblical integration from a variety of grade levels See document on website *Curriculum Overview* by Erin Wilcox
5.2	• Team access to online curriculum guides • Written or digital instructional guides, including curriculum mapping and/or scope and sequence charts • Document that all 8 components of this indicator are being met and includes a Scope and Sequence • Sample/example lesson plans for all grade levels • Evidence of written curriculum review cycle and documentation of implementation
5.2a	• Written or digital curriculum guide that contains all 7 of the components of this indicator • Sample/example lesson plans
5.3	• Bible content and instructional plan that meets the requirements of this indicator, class schedules showing scheduled Bible classes, graduation requirements that include Bible credits required to graduate

5.3a	• Age-appropriate biblical education component from the curriculum guide/lesson plan
5.4	• Systematic evaluation plan used by the school to evaluate instructional strategies, learning activities, and instructional technology • List of specific researched, resource in evaluating this • Evaluation criteria for improvement or change
5.5	• Lesson plan or assessment where higher order thinking is required of the student • Student engagement in the classroom and classroom strategies that encourage active involvement of students in their own learning – primarily from classroom observation • Faculty use of various instructional strategies and methods to provide for a variety of learning opportunities for students – primarily from classroom observation
5.5a	• Examples of learning strategies and activities that are age-appropriate and reflective of the EE Evidence Guide for this standard
5.5b	• Early education lesson plans that reflect age-appropriate instruction
5.5c	• Classroom schedule of activities for the day/week including specials
5.6	• List of all the assessment resources used to accomplish the Expected Student Outcomes
5.6a	• Samples of developmentally appropriate assessments used throughout the year
5.7	• Assessment results analyzed. • Agenda/teacher training document demonstrating assessment analysis training
5.8	• Indications that school climate is important and is used to help guide school decisions. Sample of a decision that was made based on analysis of data
5.9	• Evidence of communicating student performance to all stakeholders
5.10	• Formal process for faculty input on selection of materials
5.11	• Media/Library schedule showing hours of operation and accessibility to the student. • Training/in-service schedules for students and staff in the use of informational digital resources.
5.11a	• Digital media use policy that guides the program through the components of this indicator
5.11b	• Screen time has written policies to ensure active involvement of the student.
5.12	• Instructional technology competencies incorporated into the learning program
5.13	• Written classroom management plan for all divisions/departments • Classroom management policies communicated to school community
5.13a	• Early education child guidance policies and procedures
5.14	• Written policies and procedures to protect instructional time, i.e. • Graduation requirements • Class size ratios • School calendar
5.15	• Ethical and moral use of materials policy. Must meet all the components of this indicator in the policy.
5.16	• Technology plan that meets all the components of the indicator • Evidence of trained personnel not included in Standard 4 • Acceptable use policy for students and staff
Standard Six: Student Care	
6.1	• Crisis management and emergency plan • Schedules and documentation of required drills (e.g., fire, lockdown or earthquake) • Evidence of staff training and annual review of plan
6.2	• Crisis plans notification procedures • Parent notification procedures
6.3	• Building evacuation plan displayed in classrooms, offices, and other rooms used by students • Fire Marshall report, boiler inspections, AED, CPR training for staff, blood borne pathogen training

	• Documentation showing compliance with local, state, federal, or provincial regulations, when appropriate (may vary by state)
6.3a	• Written policy on foods offered to children that present a choking hazard, if applicable
6.4	• Health forms including emergency medical forms, accident forms, medication authorization forms, immunization forms, etc • Available onsite: Employee and student health records including above forms, and documentation of health services rendered to students • Documentation of staff training in CPR/first aid
6.5	• Written health policies, procedures, and guidelines (including communicable disease, require immunizations and tracking, known allergies, medicine distribution and storage, and wellness/illness management) *Parent/Faculty Handbooks* • Policies for training in CPR, first aid, blood borne pathogens • Guidelines for off campus, school sponsored trips – permissions slips, identification of potential risks communicated to parents and students, student accident liability coverage.
6.5a	• Written wellness and illness plan
6.5b	• Written policy for sanitization of toys and equipment used in the early childhood classroom environment.
6.6	• Plan and procedure for educating the school community concerning intimidation, harassment and bullying. • Policies and procedures for resolving conflict within the school community • Evidence of staff training concerning intimidation, harassment, and bullying • Evidence of student education in this area
6.7	• Written policies and procedures for staff training and reporting procedures for child abuse/neglect
6.8	• Food services guidelines for food storage, handling of food, food preparation, serving and cleaning of eating areas • Food/health inspection reports/corrections, if applicable • Documentation of kitchen worker training (if applicable)
6.9	• Meals/snacks provided demonstrate nutritional value – provide menus and nutritional value of what is served
6.9a	• Meals/snacks provided demonstrate nutritional value – provide menus and nutritional value of what is served
6.10	• Fire inspection within last 12 months • Health inspection within last 12 months • Annual school vehicle inspection form completed and dated • Schedule and documentation of required safety drills • AEDs installed and evidence of trained staff
6.11	• Written process describing how facilities are regularly inspected and maintained and data demonstrating the quality of these processes
6.12	• Methods of securing facilities and keeping it safe • Policies that support appropriate ratios per classroom • Procedure for morning and afternoon drop-off and pick-up of students
6.12a	• Written plan on how the program addresses maintenance issues. • Maintenance request forms – dated and completed
6.12b	• Pictures of sinks and toilets and their accessibility to children
6.12c	• Pictures of classroom chairs, lunchroom chairs/tables that are age-appropriate
6.13	• Pictures of your playground with age-appropriate structures and includes size of playground • Schedule and evidence of annual inspection of playground equipment
6.13a	• Pictures of your playground with age-appropriate structures and includes size of playground

6.14	• Master site/security plan
	• Plans for future maintenance, facility changes/updates, technology needs, and capital campaigns
6.15	• Required school vehicle training if required
	• Liability insurance coverage for school and non-school owned vehicles used to transport children
6.16	• Transportation policy/plan
	• Indication that facilities and vehicles are regularly inspected and maintained
6.17	• Written expectations for teachers regarding supervising infants and toddlers in outdoor play spaces
Standard 7: Character, Values and Spiritual Formation of Students	
7.1	• Schoolwide expected student outcomes and where they are published
7.2	• Chapel services, local mission projects
7.3	• Mentoring and discipleship activities; Ideas include chapel schedules, spiritual emphasis programs, small group activities, student mentoring and faculty/student mentoring opportunities
	• Classroom observations and records of students' questions and conversations about spiritual matters
7.3a	• Observed via classroom observations at time of the visit and interviews with staff
7.4	• Surveys/student feedback/parent and community feedback
	• Samples of communication between teachers/parents/students
7.5	• Highlighted sections of Parent/Student Handbooks
	• Schedule of chapels by grade level or departments
7.6	• Community outreaches and samples of other mission opportunities for the students
7.7	• Faculty surveys, attendance opportunities
	• Line item in contract or lifestyle statement indicating local church participation is a requirement
7.8	• Guidelines and policies related to spiritual assessment
	• Data from assessment of spiritual development
	• Data from measurement of ESO's dealing with spiritual formation
Standard Eight: Continuous School Improvement Plan	
	For each action plan section should include: Statement of area for improvement (goal), Time frame, Specific action steps to achieve the goal, Person responsible for the action, Resources needed, Action due date, Evidence of progress, Communication to constituents, Expected schoolwide learning results this improvement addresses. A school may create a document, chart, or spreadsheet with the components listed above or they may use the template provided by ACSI. The school's CSIP is required to be attached as documentation to Standard 8.
8.1	• Survey data
	• Examples of stakeholder input
	• Student performance and achievement data
	• A school improvement plan that focuses on increased student achievement
8.2	• A plan that includes components that provide specific goals, a set of appropriate assessments, a set of interventions expected to cause student growth to occur, and a plan for ensuring that the staff have the skills to implement the plan
8.3	• List of all goals considered for the CSIP. (The actual CSIP will contain only the top prioritized goals.)
8.4	• Final CSIP including all components of this indicator
8.5	• Various communication techniques used to inform constituency regarding school improvement efforts and successes
	• The extent to which the improvement agenda has been widely discussed among constituents