This list is taken from the REACH Rubrics Manual as a sample of the indicators that require written documentation. It is not an exhaustive list. BOLD indicates Critical Indicators. * indicates Required Critical Indicators. Red indicates EE only.

1.1 **The school has developed a statement of faith along with philosophy, mission, vision, core values, and schoolwide expected student outcome statements. The leadership of the school has developed a systematic review process for these statements, and feedback from stakeholders is considered when evaluating the statements. (C)**

2.1 The governing body has clearly defined its role, develops overall governing policies, directs the strategic plan, and ensures the financial stability of the school. The members of the governing body serve as informed decision makers. The board regularly implements a systematic plan for self-evaluation and training. (C)

2.2 **The governance and executive leadership team of the school reflects a clear Christ-centered governance and executive leadership model. A policy is in place that requires a testimony and evidence of faith in Jesus Christ from all board members and executive leadership. (C)**

2.3 The board and other stakeholder recognize and support the executive prerogatives of the head of school. The roles of the board and head of school are clearly defined, and the head of school is recognized as the administrative and educational leader of the school. An appropriate written evaluation system is developed and is used annually. (C)

2.4 The school has written policies that ensure integrity in decision making and limit conflict of interest for all involved in the school. (C)

2.5 **Written policies and procedures exist to promote effective operations. Bylaws and all policy manuals are current. The financial requirements of the continuous school improvement plan are incorporated in the annual budget and/or capital improvement plan. Legal documents are prepared, filed, and secured by legal counsel. (C)**

2.6 **An admissions policy is in place whereby students whose educational and/or developmental needs can be met in the existing programs are admitted. Admission criteria are clearly communicated to prospective families. The school has identified the needs of students that have been admitted, and it consistently meets those needs. (C)**

*2.11 **Compliance is reflected in appropriate policies, and where indicated, appropriate certificates and licenses are posted. The school is in good standing with regulatory agencies including, but not limited to, the areas of employment practices, tax compliance, or other use of funding. Regulatory documents (including reports of inspections, approvals, and corrected deficiencies) are maintained on file. (C)**

3.4a The program's plan for collaboration and communication with families includes the child's developmental milestones, individual learning goals, and classroom experiences and supports learning at home. (EE)

3.5 The school has established biblical principles for resolving differences between the school and its constituents. These policies are written, reviewed, and communicated for effective implementation. (C)

*3.7 **The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school. (C)**

3.8   Guidance services are provided at age-appropriate levels and communicated to families. High school guidance services provide academic course counseling along with college and career planning. The school has effective communication with families regarding all guidance services provided by the school. (C)

3.11   The school has a written plan in place for the transfer of student records to an appropriate accredited school, association, or local school district in the event of closure. (C)

3.16   The program has a written plan to address children who exhibit varying needs. Needs may include developmental delays, special needs, or English language learners (outlined in *EE Evidence Guide for REACH Indicators*). (EE)

3.17   The program has an established plan offering a variety of engagement opportunities for families supporting their participation in the education of their child while promoting the inclusion of multicultural and linguistic diversity. (EE)

3.18   Families are provided with information, materials, and resources from local or state agencies or services to assist with the health, developmental, and educational needs of their children. (EE)

3.19   Families are provided with an annually updated handbook outlining policies and procedures of the program, and parents/guardians sign acknowledgement indicating agreement with the information. (EE)

3.20   The program has a marketing and recruitment plan to attract families to their distinct mission and vision for high quality care and early education. (EE)

4.1   Each staff member has a clear testimony of faith in Christ, has signed the school's statement of faith, and endorses the school's code of ethics/lifestyle statement. (C)

4.8   Policies and procedures that reflect ethical employment practices regarding faculty/staff and separation from service are implemented and regularly reviewed. (C)

5.4   The school systematically evaluates its instructional strategies, learning activities, and instructional technology, ensuring they are research based and reflect sound educational practice. (C)

5.6   There is a systematic process in place for the assessment of student learning and development that includes multiple assessment measures over time to accomplish the expected student outcomes. (C)

5.6a   Developmentally appropriate child assessments such as portfolios, work samples, and observation data are collected at least twice per year and shared with parents. (EE)

5.7   The school analyzes student performance data including 1) implications of schoolwide trends seen from year to year; 2) monitoring the progress of individual students; 3) disaggregation of data by gender, ethnicity, and other factors important to the school; and 4) comparison to outside groups. Teachers are trained in data assessment and analysis for program improvement. (C)

5.9   The school has implemented procedures for regular communication of student achievement to all stakeholders. This communication includes the following: (1) major tests used, (2) schoolwide trends in achievement, (3) accomplishment of schoolwide expected student outcomes, and (4) annual progress of individual students. (C)

5.11b Program guidelines have been developed for classroom use, addressing strategies to ensure interactive involvement and consideration for the needs of the young learner. (EE)

5.12b If the program includes screen time for children, program guidelines have been developed for classroom use to ensure children's active involvement. Guidelines address strategies to ensure interactive involvement and consider the needs of the young learner. (EE)

5.13 The school has a written classroom management philosophy and policies that are developmentally appropriate and biblically based, and they are implemented effectively and communicated to the school community. (E/S)

5.13a Child guidance policies and procedures are in place and published for parents and staff. The policies and procedures support staff in maintaining effective orderly classrooms. (EE)

5.14 The school has a written policy regarding student/ teacher ratio for each school division. The school has a written policy regarding the time allocated for instruction that meets the requirements of the state, province, or foreign country of the school's geographic location. (C)

5.15 The school instructs teachers and students in the ethical and moral use and evaluation of materials from any source, including verification, attribution and credit, appropriate referencing, and media literacy, and provides appropriate documentation of the instruction. The curriculum includes instruction in the proper documentation of sources.

5.16 The school has created a technology management plan that includes the acquisition, inventory, and maintenance of software and hardware as well as program philosophy, acceptable use policies, student learning outcomes, and strategies for integration of technology into the curriculum. The school implements the plan and regularly evaluates it. (C)

*6.1 The school has a comprehensive and reviewed written security and crisis management plan, and the school has trained the staff and students in how to respond in emergency/ crisis situations. (C)

6.2 The school has formally written a plan for communicating with legal authorities, parents, media, and community members in times of crisis or emergency, and it has provided staff orientation. (C)

6.3a The program does not offer foods that present a risk of choking to children. Food is cut into small pieces no larger than a one-fourth-inch square for infants and a one-half-inch square for toddlers. A written policy is communicated to all staff and parents. (EE)

6.4 A plan is in place for tracking and follow-up when students are admitted into the school with allowable documented exceptions to their records. Emergency information is current and maintained for each student. (C)

6.5 Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented. (C)

6.5a The program consults with a health care professional to establish specific written policies that guide the consistent implementation of a wellness and illness management plan as well as staff training in their responsibilities (outlined in the EE Evidence Guide for REACH Indicators). (EE)

6.5b The program has an established plan for sanitizing toys and equipment regularly. Toys that have been contaminated by saliva or other body secretions are washed and sanitized before they are used by another child. (EE)

6.6 Biblically-based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. They are consistently followed, and incidences are addressed as they occur. Students and families are educated on how to build biblically-based relationships, have caring interaction, and resolve conflicts with peers. (C)

*6.7 The school has developed written policies that promote child safety. Policies are in alignment with all civil requirements regarding child abuse or neglect. Staff members and volunteers are trained in school expectations regarding conduct and in requirements related to reporting suspected child abuse or neglect. (C)

6.10 Policies and practices that reflect the required local, state, and federal standards are in place. Observation and documentation confirm that these legal standards are followed. (C)

6.12a The program provides an ongoing maintenance plan that ensures the health and safety of the children (outlined in the *EE Evidence Guide for REACH Indicators*). (EE)

6.15 Written policies exist for vehicle use and driver qualifications. Vehicles meet government standards. Drivers are licensed at the appropriate levels. Adequate liability, vehicle, and property insurance policies are in place, and regulations are followed. OR, the EE program does not utilize vehicles to transport children.

6.16 Written policies and procedures are in place for routine safety inspections, servicing, and repair of school-owned vehicles. Policies for reporting vehicle accidents are explicit and followed. OR, the EE program does not utilize vehicles to transport children. (C)

7.1 Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation. (C)

7.8 Assessment of the spiritual development of students is intentionally included in the ongoing evaluation of the school's effectiveness in formally measuring its schoolwide expected student outcomes. (C)

8.1 The CSIP has been developed using a variety of data sources, such as surveys with strong input from all stakeholder groups. Analysis of the data has been thorough, and there is clarity about what the priorities are for school improvement. The school annually updates the CSIP with current achievement data and stakeholder input. (C)

8.3 The planning process is organizationally thorough and comprehensive, and it establishes goals and priorities for development. (C)

8.4 The CSIP action items address the fiscal, personnel, resources, and time implications for implementation. (C)

8.5 The school evaluates and documents the effectiveness and impact of its improvement plan and regularly communicates the results to all stakeholders. (C)