



***Inspire***  
**Inspiring Schools to Flourish  
Through Accreditation**  
*Incorporating*  
***Flourishing School Culture Domains***



***Accountability Through Standards | Excellence Through Improvement***

# ***Inspire*: Inspiring Schools to Flourish Through Accreditation**

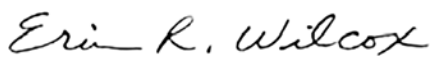
The standards and indicators that follow are the basis of our new protocol, ***Inspire***. In keeping with our emphasis to help schools flourish, we have redesigned the accreditation protocol to focus on what contributes to a healthy school. ***Inspire*** has a more streamlined approach to accreditation while continuing a solid commitment to faith formation. The process contained in this new protocol will provide a fresh approach for the following reasons:

- 20 Standards, each with a singular focus on a high-level concept (previous REACH standards were more general, schools tended to look only at the indicators/rubrics)
- organized into six Domains, these will look familiar to those who have recently used *Flourishing Schools* resources
- the new protocol is about 25% shorter (fewer indicators) than the previous protocol
- undergirded by “Why Statements,” or underlying biblical principles upon which the standard is based that provide context, direction, and purpose for the school
- a common rubric has been developed that will help schools and teams focus on the essence of the standard and indicator (no individual rubrics)
- reflective questions for overarching issues to help schools think about systemic issues
- new, more integrated approach to the resulting improvement plan

The alignment of the standards to the Domains in the *Flourishing School Culture Model* is strategic in the sense that it allows schools to seamlessly access resources, professional development, accreditation training, and other materials within ACSI that use these organizing concepts. This protocol does not require that schools use the *Flourishing School Culture Instrument*; however, that is a great tool to identify unique strengths and opportunities for growth. Having six Domains is easier to remember than 20 standards. Schools and visiting team members may use these domains as they organize their working groups.

## **ACSI's Mission Statement:**

*To strengthen Christian schools and equip Christian educators worldwide as they prepare students academically and ***inspire*** them to become devoted followers of Jesus Christ.*



**Erin Wilcox, EdD**

Executive Director, ACSI Commission on Accreditation

## **STEERING COMMITTEE MEMBERS:**

**Collette House, EdD** | Superintendent, Aurora Christian Schools; ACSI Board of Directors & Commission on Accreditation

**Stephen Deck, EdS** | Director of Academic Services, ACSI

**Tim Thompson, MS** | Associate Director for International Schools, ACSI

**Jeannie Forrest, MEd** | Assistant Director of Early Education, ACSI

# ***Inspire: Inspiring Schools to Flourish Through Accreditation***

## ***‘Why is This Important?’ Statements with Supporting Scripture***

All accreditors must cover certain concepts to do a comprehensive job of the accreditation process. A secular standard may look like faith-based standard, yet the rationale or motivation for including each of them might be different. ACSI’s rationale or motivation for including each of our standards will show up in the indicators and the “Why is this important?” statements. These statements seek to answer the following questions to provide a more nuanced look at the standard from a faith-based perspective:

- What is the faith-based perspective on this standard?
- How might Christian educators do this differently?
- Why are these important to ACSI?
- What insight does the Scripture cited have to offer?

As the Head of School or Chair of the Steering Committee, how could you use these statements?

- 1) Share them with your Steering Committee.
- 2) Share them with the leaders of each Domain Committee so they can see the faith-based rationale behind each standard.
- 3) Use these with entire staff in an opening assembly. Staff will be ***inspired*** by the Scriptural basis.
- 4) Review these “Why Statements” periodically to remind your staff and greater school community why they do what they do. As societal pressures change over the next few years, these “Why Statements” will keep the ***Inspire*** protocol grounded in God’s word and in truth.

## DOMAIN 1: PURPOSE

<b>STANDARD 1: Mission, Beliefs, and Foundations</b>	<b>The school operates from a written mission and statement of faith that outline its biblical foundations and beliefs. The school identifies and assesses its expected student outcomes and uses results to drive decisions throughout operations and programs.</b>
<b>Why is this important?</b>	<i>“Where there is no vision, the people perish” (Proverbs 29:18). Foundational documents identify the underlying principles upon which the Christian school is established. The mission, based on biblical principles, provides direction and purpose for the organization. Expected Student Outcomes bring the foundational values to life and chart the course for every area of school programs. (Habakkuk 2:2, Matthew 22:36-40, Matthew 28:19-20, John 17:17, 2 Timothy 3:16-17)</i>
	<ul style="list-style-type: none"> <li>• Indicator 1.1: The school’s mission, statement of faith, expected student outcomes, and any other foundational documents are written, collaboratively and systematically reviewed for effectiveness, and communicated to its stakeholders.</li> <li>• Indicator 1.2: The school’s mission is evident throughout the programs, operations, and curriculum and is promoted by the leadership.</li> <li>• Indicator 1.3: The school assesses its academic and non-academic expected student outcomes and uses results to drive decisions throughout operations and programs.</li> </ul>

<b>STANDARD 2: Spiritual Formation and Biblical Worldview Development</b>	<b>The school facilitates spiritual formation of students, provides opportunities for discipleship and outreach, and fosters the development of a biblical worldview. Spiritual growth toward maturity in Christ is a priority throughout school programs, is regularly assessed, and is modeled by faculty and staff.</b>
<b>Why is this important?</b>	<i>“But grow in the grace and knowledge of our Lord and Savior Jesus Christ” (2 Peter 3:18). Worldview determines the lens through which the world is seen, impacting values and life decisions. The goal of Christian education is to train students to think biblically and articulate their faith. Discipleship and mentoring provide opportunities for demonstrations of care, compassion, and respect for others reflecting Christlikeness. (Colossians 1:9-18, Colossians 2:8, Philippians 1:6, Philippians 2:12-13, Hebrews 5:14, 2 Peter 1:3, 5-8)</i>
	<ul style="list-style-type: none"> <li>• Indicator 2.1: The school intentionally cultivates a biblical worldview and spiritual formation through instructional and non-instructional programs, assesses the effectiveness of those programs, and uses the results for program improvement.</li> <li>• Indicator 2.2: Spiritual formation includes the development of Christian character through discipleship, mentoring, and outreach opportunities.</li> <li>• Indicator 2.3: The school promotes church participation among faculty and students.</li> </ul>

<b>STANDARD 3: Governance and School Leadership</b>	<b>The school has a Christ-centered governing body that functions within clearly defined roles and responsibilities, establishes governance policies, participates in strategic planning, and advances organizational effectiveness. The head of school works collaboratively with school leadership to implement policies and procedures, support effective instructional practices, and drive school improvement.</b>
<b>Why is this important?</b>	<i>“Care for the flock that God has entrusted to you. Watch over it willingly, not grudgingly . . . because you are eager to serve God” (1 Peter 5:2). Effective leadership builds trusting relationships and understands that human capital makes the biggest impact on a successful school. Leading from the heart attracts, develops, and inspires everyone in the school community to achieve their best. (Exodus 18:21, Luke 22:25-28, Romans 13:1, 1 Corinthians 15:58, Colossians 1:4-5, Colossians 3:17)</i>
	<ul style="list-style-type: none"> <li>• Indicator 3.1: The school has established a Christ-centered governing body that reflects a clear commitment to the mission and biblical foundation of the school. The governing body engages in systematic orientation for new members, self-evaluation, and professional development concerning governance best practices.</li> <li>• Indicator 3.2: The governing body develops, implements, and systematically reviews its written policies and procedures contained in their policy manual. They make informed and responsible decisions to advance organizational effectiveness, participate in strategic planning, ensure the financial stability of the school, and review the accomplishment of student outcomes.</li> <li>• Indicator 3.3: Governing body policies establish a clear delineation of roles and responsibilities between itself and the head of school. Practices demonstrate that relationships and scope of authority are well defined and function appropriately. The head of school is the organizational link between the governing body and the school. (See addendum for church sponsored and proprietary schools – forthcoming.)</li> <li>• Indicator 3.4: The governing body conducts a clearly defined and written evaluation of the head of school that is administered annually with his/her participation. The evaluation is designed to improve leadership capacity, professional practice, and organizational effectiveness.</li> <li>• Indicator 3.5: The head of school oversees day-to-day operations of the school and works collaboratively with school leadership to develop, implement, and communicate policies and procedures; support effective instructional practices; and drive school improvement.</li> <li>• Indicator 3.6: School leadership establishes and clearly communicates admissions criteria and program expectations to ensure alignment with the school’s mission and goals.</li> </ul>

## DOMAIN 2: RELATIONSHIPS

<b>STANDARD 4: Caring Environment and Positive School Culture</b>	<b>The school develops a Christlike culture in which staff and students demonstrate respect, sensitivity, and responsiveness to individual needs and differences.</b>
<b>Why is this important?</b>	<i>“Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble” (1 Peter 3:8). Students flourish in a positive school culture that provides a supportive, encouraging, and challenging environment. When working and learning with people from diverse backgrounds and cultures, students become better equipped to engage their world with a global perspective. (Micah 6:8, Matthew 7:12, Mark 12:33, Ephesians 4:2-4, Colossians 4:5-6)</i>
	<ul style="list-style-type: none"> <li>Indicator 4.1: The school fosters a Christlike culture characterized by a compassionate, caring, and respectful environment that is sensitive to the diverse backgrounds and cultures, as well as varying needs, of each student and family.</li> <li>Indicator 4.2: The school provides a structure whereby students are known and supported by adult advocates who are aware of their social, emotional, spiritual, and physical needs.</li> <li>Indicator 4.3: The school has established written policy, based upon biblical principles, for resolving conflicts.</li> </ul>

<b>STANDARD 5: Stakeholder Engagement</b>	<b>The school engages stakeholders in ways that develop community, promote accountability, and improve institutional effectiveness.</b>
<b>Why is this important?</b>	<i>“Live in harmony with one another” (Romans 12:16). Open communication with families in the school community allows for mutual support, fosters clear expectations, and gives a deeper sense of belonging. When families and community members are engaged, students participate in their education more fully and gain advocates that encourage their success. (Proverbs 18:2 and 13, 1 Corinthians 10:31, 1 Corinthians 12:12, Ephesians 4:1-3)</i>
	<ul style="list-style-type: none"> <li>Indicator 5.1: Regular and effective two-way communication between school personnel and stakeholders promotes a culture of participation, transparency, and accountability.</li> <li>Indicator 5.2: The school collects stakeholder data, including survey and demographic data, and conducts analyses to improve instructional and operational practices.</li> <li>Indicator 5.3: Collaboration is valued and cultivated in the school culture. Faculty and staff members are invited to participate through perspectives, ideas, and solutions to improve institutional effectiveness while promoting a sense of community.</li> </ul>

<b>STANDARD 6: Community Engagement</b>	<b>The school provides opportunities to engage with local, national, and global communities in ways that make a positive impact on students and build relationships outside of school.</b>
<b>Why is this important?</b>	<i>Community engagement builds deeper, stronger, and more trusting relationships between the school and the community. This increases the recognition and understanding of important issues that contribute to mutual support and growth. “Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others” (Philippians 2:3-4). (Matthew 5:16, John 13:35, Acts 1:8)</i>
	<ul style="list-style-type: none"> <li>Indicator 6.1: The school networks and engages with the surrounding community and local ministries, as appropriate.</li> <li>Indicator 6.2: The school connects with national or global communities to provide opportunities for students to serve.</li> <li>Indicator 6.3: Engagement with outside communities positively impacts students and contributes to their holistic development, including spiritual growth.</li> </ul>

### DOMAIN 3: TEACHING and LEARNING

<b>STANDARD 7: Instructional Program</b>	<b>The school provides an instructional program that promotes a biblical worldview; supports the school's expected student outcomes; and fosters high student engagement, critical thinking, and academic growth.</b>
<b>Why is this important?</b>	<i>At the heart of an excellent academic institution is a highly effective instructional program that closely aligns with the school's foundational documents. The teaching/learning process utilizes best practices, integrates biblically based learning experiences, and challenges learners to merge knowledge with wisdom in reaching their God-given potential. "Be transformed by the renewing of your mind" (Romans 12:2). (Daniel 1:19-20, Philippians 1:9-12, Philippians 2:5, Colossians 3:23-24, 2 Timothy 2:15, 2 Timothy 3:16-17)</i>
	<ul style="list-style-type: none"> <li>• Indicator 7.1: The school provides a biblically based instructional program that integrates a biblical worldview throughout each discipline.</li> <li>• Indicator 7.2: The school incorporates a variety of challenging, collaborative, motivational, learner-centered, and authentic learning experiences to promote student engagement and independence.</li> <li>• Indicator 7.3: A variety of teaching techniques and research-based instructional strategies are implemented, monitored for effectiveness, and adjusted to meet individual interests and ability levels.</li> <li>• Indicator 7.4: The school implements current uses of technology to enhance teaching and learning and to prepare students for future academic and career success.</li> <li>• Indicator 7.5: The instructional program includes Bible as a required core subject.</li> <li>• Indicator 7.6: Instruction and programs provided by outside personnel meet safety and instructional guidelines established by the school, including the incorporation of a biblical worldview. (See addendum – forthcoming.)</li> </ul>

<b>STANDARD 8: Curriculum Planning</b>	<b>The school develops, implements, and maintains curriculum documentation across grade levels and subject areas that effectively supports quality instruction.</b>
<b>Why is this important?</b>	<i>"The plans of the diligent lead surely to abundance ..." (Proverbs 21:5a). The curriculum guide captures the essence of information within the scope of a particular course or subject, containing essential questions and key concepts, to prepare learners for success. It serves as a current and accessible roadmap of instruction to guide students along their spiritual and educational journey. (1 Chronicles 28:19, Psalm 33:11, Proverbs 15:22, Proverbs 24:27)</i>
	<ul style="list-style-type: none"> <li>• Indicator 8.1: Comprehensive curriculum documentation is utilized to provide clear instructional guidance across grade levels and subject areas.</li> <li>• Indicator 8.2: Curriculum documentation demonstrates the alignment of content standards, objectives, instructional activities, and assessments.</li> <li>• Indicator 8.3: Curriculum documentation is updated regularly through a collaborative review process.</li> </ul>

<b>STANDARD 9: Assessment and Use of Learning Data</b>	<b>The school conducts and analyzes varied and authentic assessments to monitor and evaluate student learning. The school then utilizes results to inform decision making.</b>
<b>Why is this important?</b>	<i>As part of the teaching and learning process, teachers continually assess and make adjustments to ensure that each student's educational needs are met. Analysis of data enables teachers to make quality decisions that impact daily instructional practices, promoting student growth. "And this I pray, that your love may abound still more and more in real knowledge and all discernment" (Philippians 1:9). (Psalm 92:12, Proverbs 11:14, 2 Peter 1:5-8)</i>
	<ul style="list-style-type: none"> <li>Indicator 9.1: The school systematically collects data from a range of assessments. The school provides feedback to students and communicates assessment results to stakeholders as appropriate.</li> <li>Indicator 9.2: The school collaboratively analyzes student assessment data including progress of individual students, schoolwide trends, and disaggregation of data in meaningful ways. Teachers are trained to understand applicable assessment data.</li> <li>Indicator 9.3: Teachers effectively utilize assessment data for improving classroom instruction to achieve student outcomes. Instructional leaders use assessment results to inform educational decisions and drive long-range planning.</li> </ul>

<b>STANDARD 10: Professional Development and Teacher Evaluation</b>	<b>The school plans and implements a coordinated program of professional development and teacher evaluation that results in improved professional practice and increased student achievement.</b>
<b>Why is this important?</b>	<i>Lifelong learning, a growth mindset, and a focus on improvement are hallmarks of a maturing teacher and a flourishing school. Intentional continuous professional development stems from a healthy culture in which staff desire to better fulfill their calling as educators and further the mission and vision of the school. Enhancing scriptural understanding and professional practices equips staff to "carry out every good work" for the benefit of the entire school community. (Proverbs 15:22, Malachi 4:2, Colossians 1:28-29, Colossians 2:2-3, 2 Timothy 2:15, 2 Timothy 3:14)</i>
	<ul style="list-style-type: none"> <li>Indicator 10.1: The school's professional development program encourages a growth mindset among faculty, focusing on best practices and meeting student needs. The professional development program includes Bible, training in biblical integration, and Christian philosophy of education.</li> <li>Indicator 10.2: A systematic and collaborative process for evaluation of school leadership and instructional staff includes clearly communicated criteria, expectations for biblical integration, written goals, and growth plans appropriate for each position.</li> <li>Indicator 10.3: Professional development and teacher evaluation processes result in effective instructional practices that promote increased student achievement.</li> </ul>



## DOMAIN 4\*: EXPERTISE

<b>STANDARD 11: Legal and Ethical Compliance</b>	<b>The school complies with applicable laws and regulations, while not compromising the biblical foundations of the school, and implements written policies to promote institutional effectiveness.</b>
<b>Why is this important?</b>	<i>“Let everyone be subject to the governing authorities, for there is no authority except that which God has established” (Romans 13:1). Abiding by legal requirements is important for upholding biblical values, maintaining a witness for Christ, and protecting students and staff. Transparency and accountability build trust with legal authorities, employees, parents, students, and the community at large. (Proverbs 19:20, Titus 3:1-2)</i>
	Every accreditation protocol must verify required elements for schools. Some of these items are included because they significantly impact the health and safety of students, and others are included because they affect the organizational effectiveness of the school. Many are required by state law or other authorities. Examples of items that must be addressed are fire drills, background checks, and grievance policies (see the <a href="#">Standard 11 Checklist</a> for a complete list). These items will be assembled by a school and shared with the visiting team chair either in person, or in a virtual format, during a pre-visit, allowing more time to be spent on conversations that promote school improvement during the actual team visit.

<b>STANDARD 12: Staff Qualifications and Human Resources</b>	<b>The school maintains human resource policies and implements practices that ensure the employment, management, and evaluation of qualified and competent Christian personnel to enhance organizational effectiveness.</b>
<b>Why is this important?</b>	<i>“The student is not above the teacher, but everyone who is fully trained will be like their teacher” (Luke 6:40, NIV). A truly excellent faculty combines competence in their teaching with a heart to serve. Christian schools that create and nurture a healthy professional culture based on biblical principles will encourage longevity and passion for educating the next generation. (2 Corinthians 3:4-5, 1 Timothy 4:12, James 3:1)</i>
	<ul style="list-style-type: none"> <li>• Indicator 12.1: The school requires all employees to provide evidence of a clear testimony of faith in Christ and agreement with the school’s statement of faith and code of ethics.</li> <li>• Indicator 12.2: The school ensures that all personnel are qualified for their positions or roles within the school. Faculty and administrators meet current ACSI requirements for certification/licensing or an approved alternative.</li> <li>• Indicator 12.3: The school provides a written annual evaluation of non-instructional staff, with appropriate training and follow-up to enhance professional growth.</li> <li>• Indicator 12.4: The school maintains written human resource policies that reflect current law, implements ethical employment practices, delivers applicable training, and provides appropriate supervision of all staff.</li> <li>• Indicator 12.5: School leadership ensures staff members know and understand the ethical considerations of their respective positions, including appropriate student/teacher relationships, confidentiality with student information, and use of copyrighted material.</li> </ul>

<b>STANDARD 13: Student Support Services</b>	<b>The school provides advising and support services that assist students in preparing for future success while considering the unique needs of each student.</b>
<b>Why is this important?</b>	<i>Since each student is created by God with unique abilities and needs (Psalm 139:14), guidance and support services empower students to discover their unique learning styles and provide them with a pathway for success. These services encourage students through key stages of their development and prepare them for future success as they grow “in wisdom and stature, and in favor with God and man” (Luke 2:52). (Jeremiah 29:11, Jeremiah 33:3, Ephesians 2:10, 2 Timothy 3:16-17)</i>
	<ul style="list-style-type: none"> <li>• Indicator 13.1: The school prepares students for a successful transition between grade levels and division levels.</li> <li>• Indicator 13.2: The school provides opportunities for exploration of careers and academic counseling to prepare students for future success.</li> <li>• Indicator 13.3: The school has processes in place to identify and meet individual student learning needs.</li> <li>• Indicator 13.4: The school identifies and addresses the individual social, emotional, spiritual, and physical needs of students.</li> </ul>

\* Expertise and Resources are part of the same Domain in the *Flourishing School Culture Model*. They were divided into separate Domains for the *ACSI Inspire* accreditation protocol to provide clarity for this particular function, but Flourishing School or Professional Development resources provided by ACSI for Expertise and Resources will be part of the same Domain.

## DOMAIN 5\*: RESOURCES

<b>STANDARD 14: Financial Oversight</b>	<b>The school operates with integrity through sound financial practices that promote institutional effectiveness and financial stability.</b>
<b>Why is this important?</b>	<i>“An overseer, as God’s steward, must be above reproach and be found trustworthy” (Titus 1:7). Good stewardship of resources enables a school to govern and operate effectively while educating students with excellence. Financial transparency and integrity build trust and accountability between leadership and the school community. (Proverbs 10:9, Titus 3:8, Hebrews 13:18, 1 Peter 4:10)</i>
	<ul style="list-style-type: none"> <li>Indicator 14.1: Financial policies and procedures are established and implemented to guide all financial operations and business practices with integrity and in accordance with biblical principles. Financial and business oversight is entrusted to those who possess the appropriate qualifications or experience.</li> <li>Indicator 14.2: The school equitably budgets for personnel, facilities, and resources. The budget is carefully constructed with appropriate input and prioritizes the funding of student outcomes.</li> <li>Indicator 14.3: The school’s finances are reviewed* by an external CPA who has no vested interest in the school. The findings and recommendations are used to improve systems and operations, as appropriate. (*See addendum – forthcoming)</li> </ul>
<b>STANDARD 15: Resource Planning</b>	<b>The school engages in long-range planning to maintain viability, provide sufficient resources, and ensure appropriate staffing to fulfill the school’s mission.</b>
<b>Why is this important?</b>	<i>Schools that prioritize planning will be better positioned for vitality and long-term health as they provide an optimal environment for the growth and development of well-rounded students. High quality planning demonstrates visionary leadership and faithful stewardship of God’s provisions. “The heart of man plans his way, but the Lord establishes his steps.” (Proverbs 16:9) (Proverbs 3:5-6, Proverbs 6:6-8)</i>
	<ul style="list-style-type: none"> <li>Indicator 15.1: The governing body and school leadership engage in long-range planning, using enrollment trends and financial models, to promote school vitality and longevity. The school’s marketing materials accurately represent the school.</li> <li>Indicator 15.2: The governing body and school leadership provide fair and equitable compensation for staff members. Compensation levels promote employee well-being and aid in retention and recruitment of qualified staff.</li> </ul>
<b>STANDARD 16: Facilities and Transportation</b>	<b>The school provides facilities that are safe, secure, well-maintained, and adequate to fulfill the school’s mission. Facilities and transportation, as provided, operate according to applicable legal and safety requirements.</b>
<b>Why is this important?</b>	<i>“Whoever dwells in the shelter of the Most High will rest in the shadow of the Almighty” (Psalm 91:1). Well-designed and well-maintained school facilities provide a welcoming environment conducive to active learning, positive behavior, and student engagement. Safe and secure transportation also contributes to an enriching educational experience. (Proverbs 21:20, Proverbs 24:27, Matthew 25:21, 1 Corinthians 14:40, Titus 3:1)</i>
	<ul style="list-style-type: none"> <li>Indicator 16.1: The school provides a safe, secure, and well-maintained environment that is organized and developmentally appropriate for the students it serves.</li> <li>Indicator 16.2: The school executes written safety policies and procedures regarding facilities and transportation that are routinely monitored, maintained, and documented.</li> </ul>

<b>STANDARD 17: Instructional Resources</b>	<b>The school curates and provides instructionally appropriate resources to support and enhance the educational program.</b>
<b>Why is this important?</b>	<i>“How much better to get wisdom than gold, to get insight rather than silver!” (Proverbs 16:16). Students’ hearts, minds, and imaginations are engaged when instructional resources are challenging, rigorous, multi-sensory, and bring diverse perspectives into the conversation. Materials that bring content to life assist teachers in providing a more complete learning experience. Well-chosen resources can help students connect concepts to reality and further develop their worldview. (Psalm 119:1-2 and 130, Proverbs 4:13, Philippians 4:19)</i>
	<ul style="list-style-type: none"> <li>• Indicator 17.1: The school identifies and provides appropriate physical and digital instructional resources, including those with biblical and global perspectives, that represent the diversity of the school and its surrounding community and prepare students for success at the next educational level.</li> <li>• Indicator 17.2: Staff and students are trained to responsibly utilize instructional resources that support teaching and learning.</li> </ul>

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## DOMAIN 6: WELL-BEING

<b>STANDARD 18: Health and Safety</b>	<b>The school operates from written policies and procedures that ensure the health and safety of staff, students, and campus visitors.</b>
<b>Why is this important?</b>	<i>Schools that are attentive to health and safety demonstrate their love for students and staff in a tangible way. Vigilant commitment to the ongoing awareness and management of risk shows competence and integrity to the school's stakeholders. "You are my place of safety and protection. You are my God and I will trust in you" (Psalm 91:2). (Leviticus 25:18, Psalm 91:1-4, Proverbs 11:14)</i>
	<ul style="list-style-type: none"> <li>Indicator 18.1: A comprehensive written security and crisis management plan has been developed, implemented, regularly reviewed, and supported by appropriate training for all staff, students, and volunteers. The plan includes a strategy for communication with legal authorities and stakeholders in the event of a crisis.</li> <li>Indicator 18.2: Policies and procedures that promote social and emotional health and safety both prevent and address situations including harassment, intimidation, and bullying, with clearly defined conduct expectations for students, staff, parents, and volunteers.</li> <li>Indicator 18.3: The school has developed child safety policies and procedures that address child abuse, sexual abuse, and neglect, as well as legal reporting responsibilities for staff and volunteers. Training and conduct expectations for students, staff, and volunteers are clearly established.</li> </ul>

<b>STANDARD 19: Staff Wellness</b>	<b>The school provides all personnel with a Christ-centered work environment, appropriate support, and encouragement to pursue a healthy lifestyle.</b>
<b>Why is this important?</b>	<i>A healthy, Christ-centered work environment allows employees to thrive socially, emotionally, and professionally and fosters creativity, collaboration, and a sense of well-being. As a result, students grow and flourish in an atmosphere where teachers display the Fruit of the Spirit and Christ-like attitudes. "That all may go well with you and that you may be in good health, as it goes well with your soul" (3 John 1:2). (Proverbs 4:20-22, Mark 6:31)</i>
	<ul style="list-style-type: none"> <li>Indicator 19.1: The school provides a Christ-centered working environment characterized by elements such as positive relationships, mutual encouragement, prayer support, and Christian community. The school provides new teachers with adequate support.</li> <li>Indicator 19.2: The professional preparation and number of instructional and support staff are sufficient for the scope of the school.</li> <li>Indicator 19.3: Policies and practices related to employee well-being set healthy and realistic expectations with a focus on work-life balance.</li> </ul>

<b>STANDARD 20: Student Wellness</b>	<b>The school provides a distinctively Christian environment in which students are well cared for, feel supported and secure, and are encouraged to pursue godly and healthy living.</b>
<b>Why is this important?</b>	<i>Students who feel safe and cared for at school are more likely to flourish educationally, think creatively, and connect socially and emotionally with peers and adults. When students feel safe, they are able to embrace wisdom in their heart and find pleasure in knowledge (Proverbs 2:7-10). "He is at my right hand, I shall not be shaken. Therefore my heart is glad, and my whole being rejoices" (Psalm 16:8b-9a). (Job 16:11; 1 Thessalonians 2:7-8, 11-12; 1 Timothy 6:3-7)</i>
	<ul style="list-style-type: none"> <li>Indicator 20.1: From a biblical perspective, the school cultivates an emotionally healthy environment in which students experience support in their social/emotional development.</li> <li>Indicator 20.2: The school provides instruction and programs that emphasize and encourage godly and healthy living habits.</li> <li>Indicator 20.3: The school provides student activities that are consistent with the mission of the school, varied in focus, and reflective of the needs and interests of students.</li> </ul>

**... so that you may approve the things that are excellent, in order to be sincere and blameless until the day of Christ. — PHILIPPIANS 1:10**



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