



# **REACH** 2019 Edition

**Rubrics Manual for Accreditation**  
for EE–12 North American and International Schools

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The Standards/Indicators checklist, starting on page 52 of this document, may be used as a snapshot tool to assist schools in determining compliance with the standards.

# STANDARD 1: PHILOSOPHY AND FOUNDATIONS

The school has developed written statements of philosophy, mission, vision, core values, and schoolwide expected student outcomes as well as a statement of faith. These statements are well defined, systematically reviewed, and broadly implemented throughout the school. They outline the school’s Christian distinctives and communicate a clear purpose and direction for school effectiveness and student growth and development.

**Symbols next to indicators apply as follows:**

**(C)**—Comprehensively applies to every level of a school being accredited (grades EE–12)

**(E/S)**—Applies only to K–12 schools

**(EE)**—Applies only to early education programs that are stand-alone or a part of a K–12 school being accredited

Circle the number that reflects your school’s level of compliance. *Please note, Exceeds Compliance builds on the Compliance level. All indicators in boldface are considered Critical Indicators.*

## INDICATOR 1.1 (C)

**The statement of faith and the philosophy, mission, vision, core values, and schoolwide expected student outcome statements of the school are established and are reviewed regularly and systematically in a collaborative manner.**

### 1. NON COMPLIANCE

The school has not developed a statement of faith and philosophy, mission, vision, core values, and schoolwide expected student outcome statements.

### 2. PARTIAL COMPLIANCE

The school has not created all the foundational statements, or these statements may not be reviewed regularly or systematically in a collaborative manner.

### 3. COMPLIANCE

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.

### 4. EXCEEDS COMPLIANCE

The school regularly and systematically reviews all foundational documents collaboratively with all constituents.  
All facets of the school program are aligned by utilizing the constituents to assess the validity of the statement of faith and philosophy, mission, vision, core values, and schoolwide expected student outcome statements in the lives of the students.

## INDICATOR 1.2 (C)

**The school communicates its philosophy, mission, vision, core values, and schoolwide expected student outcome statements to its constituents and community.**

### 1. NON COMPLIANCE

The school rarely, if at all, communicates its philosophy, mission, vision, core values, and schoolwide expected student outcome statements to its constituents and community.

### 2. PARTIAL COMPLIANCE

The school occasionally communicates its philosophy, mission, vision, core values, and schoolwide expected student outcome statements to its constituents and community.

### 3. COMPLIANCE

The school communicates its philosophy, mission, vision, core values, and schoolwide expected student outcome statements regularly to its constituents and community for understanding and support.

These foundational statements are communicated to each segment of its constituency through multiple means and methods.

### 4. EXCEEDS COMPLIANCE

The school thoroughly and frequently communicates foundational statements orally and in print (displayed) to all constituents and community. There is evidence of understanding and support from stakeholders.

### INDICATOR 1.3 (C)

The foundational documents are consistently applied as integrative, coordinating, and examining devices throughout all aspects of the programs, operations, and curriculum.

#### 1. NON COMPLIANCE

Clearly written foundational documents have not been developed or published or have not been applied to the programs, operations, and curriculum.

The foundational documents are not the driving force behind decision making.

#### 2. PARTIAL COMPLIANCE

The foundational documents are applied as an integrative, coordinating, and examining device throughout some, but not all, aspects of the programs, operations, and/or curriculum.

#### 3. COMPLIANCE

The foundational documents are consistently applied as an integrative, coordinating, and examining device throughout all aspects of the programs, operations, and curriculum.

#### 4. EXCEEDS COMPLIANCE

Stakeholders knowledgeably discuss the foundational documents and affirm the importance of the purpose of the school.

### INDICATOR 1.4 (C)

The executive leadership, faculty, and staff continually support the advancement of the philosophy, mission, and vision of the school.

#### 1. NON COMPLIANCE

There is no consistent commitment to advancing the philosophy, mission, and vision of the school.

#### 2. PARTIAL COMPLIANCE

Some staff members support the advancement of the philosophy, mission, and vision of the school.

#### 3. COMPLIANCE

There is consistent commitment by the executive leadership, faculty, and staff to advance the philosophy, mission, and vision of the school.

#### 4. EXCEEDS COMPLIANCE

All staff are committed to and consistently look for opportunities to advance the philosophy, mission, and vision of the school.

### INDICATOR 1.5 (C)

From a distinctively Christian perspective, all staff demonstrate a commitment to the development of the whole child—spiritually, intellectually, physically, emotionally, and socially (Luke 2:52).

#### 1. NON COMPLIANCE

The school has not addressed the development of the whole child from a distinctly Christian perspective.

#### 2. PARTIAL COMPLIANCE

The school has not addressed, and/or is not committed to, all aspects of the development of the whole child—spiritually, intellectually, physically, emotionally, and socially—from a distinctly Christian perspective.

#### 3. COMPLIANCE

The school demonstrates a commitment to the development of the whole child from a distinctly Christian perspective, focusing on the following:

- Spiritually—growth in Christ
- Intellectually—instruction/learning “moving forward” for all the students
- Physically—health, nutrition, and lifelong fitness
- Socially/Emotionally—wholesome interactions

#### 4. EXCEEDS COMPLIANCE

The school demonstrates a commitment to the development of the whole child—spiritually, intellectually, physically, emotionally, and socially—from a distinctly Christian perspective.

The school is engaged in the following:

- Continually assessing effective implementation of this commitment
- Making this commitment evident throughout all aspects of the programs and operations, including curricular, cocurricular, and extracurricular programs

## STANDARD 2: GOVERNANCE AND EXECUTIVE LEADERSHIP

The school has Christ-centered governance and executive leadership that promotes effectiveness of the school and growth of the student through an established structure that contributes to an operationally and financially sound Christian educational institution. The executive leadership and governing body work in partnership to ensure the integrity, effectiveness, and reputation of the institution through the establishment of written policies and procedures. The head of school is responsible for the supervision of all operations of the school and implementation of board policies.

### Symbols next to indicators apply as follows:

**(C)**—Comprehensively applies to every level of a school being accredited (grades EE–12)

**(E/S)**—Applies only to K–12 schools

**(EE)**—Applies only to early education programs that are stand-alone or a part of a K–12 school being accredited

Circle the number that reflects your school’s level of compliance. **Please note, Exceeds Compliance builds on the Compliance level. All indicators in boldface** are considered Critical Indicators. Indicators marked with an asterisk (\*) **must** be met at the “compliance” level or higher for a team visit to occur.

### INDICATOR 2.1 (C)

A governing body has been established, and its primary responsibilities include: developing general school governance policy; hiring the head of school; providing direction and strategic planning; ensuring the financial stability, effectiveness, and consistency between all campuses of the institution; defining the role of the governing body; defining the role of the head of school; and conducting systematic board self-evaluation and training.

#### 1. NON COMPLIANCE

The governing body is unclear of its role and fiduciary, strategic, and governance responsibilities.

#### 2. PARTIAL COMPLIANCE

The governing body is somewhat clear of its role and fiduciary, strategic, and governance responsibilities.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

The governing body has an extended history of effective functioning within their board role and provides significant evidence that they function in that role at an exemplary level, including an annual, formal, written board self-evaluation in which all board members participate.

The governing board has an extended history of demonstrating best practices in their relationship and functioning with the head of school.

## INDICATOR 2.2 (C)

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.

### 1. NON COMPLIANCE

The governance and executive leadership team of the school does not reflect a clear Christ-centered governance and executive leadership model.

The school does not identify whether board members or executive leadership have a clear testimony of faith in Jesus Christ.

One or more board members do not have a clear testimony of faith in Jesus Christ.

### 2. PARTIAL COMPLIANCE

The governance and executive leadership team of the school may not reflect a clear Christ-centered governance and executive leadership model at all times.

Board members and executive leadership have indicated that they are Christians, but a clear testimony has not been established.

### 3. COMPLIANCE

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 as evidenced in the signed statement of faith.

### 4. EXCEEDS COMPLIANCE

Board members and executive leadership are recognized by the school and community as mature Christian leaders. They provide spiritual leadership to the staff, students, and other stakeholders in fulfilling the Christ-centered mission of the school.

## INDICATOR 2.3 (C)

The governing body supports the head of school's prerogatives and responsibilities, and it provides for an appropriate annual evaluation of the head of school.

### 1. NON COMPLIANCE

There is no job description for the head of school, and/or the leadership prerogatives are unclear.

No formal written evaluation of the head of school is conducted.

### 2. PARTIAL COMPLIANCE

The leadership role and the functions of the head of school are not clearly distinct from the governance role of the board.

Occasional written evaluations of the head of school are conducted but may not occur annually.

### 3. COMPLIANCE

The board and other stakeholders recognize and support the executive prerogatives of the head of school.

The roles of the board and the 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.

### 4. EXCEEDS COMPLIANCE

The annual written evaluation of the head of school is based on fulfillment of the job description, annual written objectives, compliance with the ongoing professional growth plan, and the value that the leader has brought to the organization. The head of school has provided input during the evaluation process, and the board meets personally with the head of school to review the evaluation.

Evaluation is a positive experience, and it stimulates professional and organizational growth that is supported in the budget.

## INDICATOR 2.4 (C)

Constituents and stakeholders are given opportunities to provide feedback to leadership regarding decisions of the school, a practice that promotes a culture of participation and transparency.

<p><b>1. NON COMPLIANCE</b></p> <p>Constituents and stakeholders have no opportunities to provide feedback regarding school decisions.</p>	<p><b>2. PARTIAL COMPLIANCE</b></p> <p>Constituents and stakeholders have limited opportunities to provide feedback regarding the decisions of the school.</p>	<p><b>3. COMPLIANCE</b></p> <p>Constituents and stakeholders have ongoing opportunities to provide feedback regarding the decisions of the school.</p> <p>Feedback provides stakeholders and leaders opportunities for healthy dialog and to strengthen communication throughout the school community.</p> <p>The school has written policies that ensure integrity in decision making and limit conflict of interest for all involved in the school.</p>	<p><b>4. EXCEEDS COMPLIANCE</b></p> <p>Appropriate opportunities for feedback occur frequently and regarding a variety of subjects. Results from the feedback are clearly reviewed and communicated back to constituents with a healthy dialog about responses that can and cannot be implemented.</p> <p>Constituents and stakeholders willingly and appropriately participate in the feedback mechanisms, and a high degree of participation is evident.</p>
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## INDICATOR 2.5 (C)

**Established written policies and procedures promote effective operations in admissions, governance, finance, and other operational aspects. Appropriate legal documents and clearly articulated articles of incorporation, governing body policies, and bylaws are established and are available for review.**

<p><b>1. NON COMPLIANCE</b></p> <p>Few written policies and/or procedures exist, or existing policies and procedures do not result in effective operations.</p> <p>Appropriate legal documents have not been filed.</p> <p>Financial documents are not handled appropriately, or they are not available.</p>	<p><b>2. PARTIAL COMPLIANCE</b></p> <p>Bylaws and all policy manuals exist, but they are not consistently followed, and/or they result in ineffective operations.</p> <p>Or, procedures that guide administrators and staff are not written; manuals are outdated or incomplete.</p> <p>Financial and legal documents are not inclusive of all the school's components.</p>	<p><b>3. COMPLIANCE</b></p> <p>Written policies and procedures exist to promote effective operations. Bylaws and all policy manuals are current.</p> <p>The financial requirements of the continuous school improvement plan are incorporated in the annual budget and/or capital improvement plan.</p> <p>Legal documents are prepared, filed, and secured by legal counsel.</p>	<p><b>4. EXCEEDS COMPLIANCE</b></p> <p>The board and administrative staff regularly review and revise policies and procedures to reflect current needs and practice.</p> <p>Staff members refer to policies often to ensure consistency and to understand the application of the policies in the day-to-day life of the school.</p>
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## INDICATOR 2.6 (C)

**Established written policies are in place to see that the educational and developmental needs of each admitted student are being met on the basis of biblical principles, professional ethics, and high standards. Staff members are sensitive to the culture, gender, language, and special needs of students and their families.**

### 1. NON COMPLIANCE

There is no definition or criteria for accepting students in order to meet their educational and/or developmental needs.

The school does not monitor the needs and/or the achievement of students. Staff members are unaware of the needs of the students.

### 2. PARTIAL COMPLIANCE

Some criteria for meeting the educational needs of all students exist, but they are not applied consistently to all students.

Individual needs of students are not consistently identified; resources do not adequately support the educational and/or developmental needs of students.

### 3. COMPLIANCE

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.

### 4. EXCEEDS COMPLIANCE

The school periodically reviews the criteria for admissions and adjusts its admission policies and procedures to ensure that the educational and/or developmental needs of all students are met.

The school periodically evaluates student needs and identifies ways to enhance learning.

Staff members are trained to meet the various needs of the students.

## INDICATOR 2.7 (C)

**Financial resources are available to fulfill the mission and programs of the school, and financial operations and decisions are conducted with integrity and in accordance with biblical principles. Income received from tuition is appropriately used for education-related expenses within the school.**

### 1. NON COMPLIANCE

The school is unable to fulfill its financial obligations. Financial operations and decisions are conducted without appropriate governing oversight.

School revenue is allocated to non-educational programs or personnel and this allocation is not transparently reported to stakeholders.

### 2. PARTIAL COMPLIANCE

The school occasionally falls short of accomplishing its mission and program goals and objectives because of a lack of financial resources.

Some financial decisions and operations are conducted without transparency and accountability to the governing board. The school community sometimes questions the integrity of the board in financial matters.

### 3. COMPLIANCE

The school consistently has the required resources to fulfill its mission and program goals and objectives.

The governing board and the administration consistently display evidence of accuracy, integrity, honesty, equity, impartiality, good stewardship, and compassion in financial decisions and operations. The school provides an annual financial report to its stakeholders.

### 4. EXCEEDS COMPLIANCE

The school provides stakeholders an opportunity to interact with leadership regarding financial information.

The school's resources enable it to expand programs that are consistent with its mission.

## INDICATOR 2.8 (C)

The budget is constructed carefully—using input from program heads—and is managed properly in accordance with the stated goals of the school. The budget reflects an accurate assessment of the cost of educating a student, including instructional supplies and informational technology. Stated student outcomes are appropriately financed.

<p><b>1. NON COMPLIANCE</b></p> <p>The budget is simply a general estimate of anticipated income and expenses, and it does not adequately reflect the costs for educating students.</p> <p>The program heads are not involved in preparing the annual budgets for their areas of responsibility. There is no evidence of a focus on achieving student outcomes.</p>	<p><b>2. PARTIAL COMPLIANCE</b></p> <p>The budget is developed on a year-to-year basis to determine tuition and salaries, but it is not used as an ongoing management tool.</p> <p>Not all fiscal aspects of the school are reflected in the financial documents. The program heads are invited to participate in the budgeting process, but they have limited ability to influence decisions.</p>	<p><b>3. COMPLIANCE</b></p> <p>The budget is developed using thorough supporting data. It adequately supports educational and organizational goals that support student learning. It is appropriately managed using general accounting principles, and it is regularly used as a decision-making tool.</p> <p>All fiscal aspects of the school are reflected in the financial documents. Line items to distinguish program expenses are developed as needed to give an accurate picture of resource allocation.</p>	<p><b>4. EXCEEDS COMPLIANCE</b></p> <p>The budget is developed using supporting data gathered through input from all stakeholders in the school community. It is an essential component in the long-range strategic planning process.</p>
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## INDICATOR 2.9 (C)

**A review of the school’s finances is conducted by an external CPA, who has no vested interest in the school, at the time of initial accreditation and renewal. The annual statement of financial practices is submitted with the annual accreditation report. (See *Options for Meeting Indicator 2.9* for details.)**

<p><b>1. NON COMPLIANCE</b></p> <p>No review of finances is conducted at the time of initial accreditation and renewal.</p>	<p><b>2. PARTIAL COMPLIANCE</b></p> <p>A review of finances is conducted but it is a lower level than recommended in the chart provided on Options for Meeting Indicator 2.9 OR the review is not conducted by an external CPA.</p>	<p><b>3. COMPLIANCE</b></p> <p>A review of finances is conducted in a timely fashion and at the level recommended in the chart provided on Options for Meeting Indicator 2.9. The review is conducted by an external CPA.</p>	<p><b>4. EXCEEDS COMPLIANCE</b></p> <p>A review of the school’s finances is conducted by an outside CPA which yields an audit at the time of initial and renewal of accreditation. The audit is used to improve systems and operations.</p>
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## INDICATOR 2.10 (C)

Just compensation packages are documented for all employees and are commensurate with the training and services rendered.

<p><b>1. NON COMPLIANCE</b></p> <p>Compensation packages for teachers and nonexempt staff are unwritten, unclear, and inconsistent.</p>	<p><b>2. PARTIAL COMPLIANCE</b></p> <p>Analysis of staff turnover reveals that compensation packages are inadequate in retaining quality staff.</p> <p>Compensation packages do not sufficiently reflect training and services.</p>	<p><b>3. COMPLIANCE</b></p> <p>Just compensation packages are written, reviewed, and adequate for meeting the financial needs of staff.</p> <p>Just compensation packages of local and regional schools were considered in the development of benefits, and benefits were based on equitable recognition of training and level(s) of responsibility.</p>	<p><b>4. EXCEEDS COMPLIANCE</b></p> <p>Just compensation packages for professional staff are sufficient to enable staff to remain in Christian school education as a career.</p> <p>Levels of just compensation are not a major factor in teacher retention.</p>
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## INDICATOR 2.11\* (C)

**The school ensures compliance with applicable local, state, and federal laws, and it is in good standing with all regulatory agencies.**

### 1. NON COMPLIANCE

The school is unaware of local, state, and federal laws and standards, and it is out of compliance with regulations.

### 2. PARTIAL COMPLIANCE

The school is aware of some local, state, and federal laws, standards, and regulations, but it has several areas of noncompliance.

Records of regulatory documents are incomplete.

### 3. COMPLIANCE

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.

### 4. EXCEEDS COMPLIANCE

The school has a system of tracking new laws and regulations; its adherence to applicable laws and regulations goes above compliance.

The school's regulatory documents indicate a long history of full compliance with regulatory agencies and no citations for deficiencies.

## STANDARD 3: HOME AND COMMUNITY RELATIONS AND STUDENT SERVICES

The school exists and functions as an institution of reliability and authority by exhibiting a pattern of respect, trust, accountability, and dignity to its constituents, both internally and externally. Effective communication and relationships are fostered with constituents, as well as among constituents. A wide range of strategies are used to incorporate involvement by the parents and the community. It is expected that the school meets the educational and developmental needs of the students it enrolls. Services at the appropriate levels include guidance (both academic and personal) and student activities (curricular and cocurricular). Appropriate resources and planning occur to ensure that the mission, vision, and philosophy are being carried out to meet the expected student outcomes.

### Symbols next to indicators apply as follows:

**(C)**—Comprehensively applies to every level of a school being accredited (grades EE–12)

**(E/S)**—Applies only to K–12 schools

**(EE)**—Applies only to early education programs that are stand-alone or a part of a K–12 school being accredited

Circle the number that reflects your school’s level of compliance. *Please note, Exceeds Compliance builds on the Compliance level.* All indicators in boldface are considered Critical Indicators. Indicators marked with an asterisk (\*) must be met at the “compliance” level or higher for a team visit to occur.

### INDICATOR 3.1 (C)

**Enrollment is sufficient to establish the viability of the school and all divisions it offers (i.e., EE, elementary, secondary).**

#### 1. NON COMPLIANCE

The enrollment is not sufficient to establish the viability of the school or any of the divisions it offers. Size is insufficient to operate with financial stability as a credible educational institution.

#### 2. PARTIAL COMPLIANCE

The enrollment is marginal to operate as a viable school, meet the needs of students, or operate with financial stability.

#### 3. COMPLIANCE

Enrollment is sufficient to operate as a viable school, meet the needs of students, and operate with financial stability.

#### 4. EXCEEDS COMPLIANCE

Enrollment is more than sufficient to establish the viability of the school.

### INDICATOR 3.2 (C)

The school conducts regular demographic assessments of its constituents in order to better fulfill its stated mission: 1) educational levels, 2) ethnic diversity, 3) faith backgrounds, and 4) other pertinent family information.

#### 1. NON COMPLIANCE

The school has not conducted demographic assessments of its constituents in order to better fulfill its stated mission.

#### 2. PARTIAL COMPLIANCE

The school has conducted minimal demographic assessments of its constituents in order to better fulfill its stated mission.

#### 3. COMPLIANCE

The school conducts regular, comprehensive demographic assessments, and it has used some of its constituent responses in order to better fulfill its stated mission.

#### 4. EXCEEDS COMPLIANCE

The school implements and analyzes regular comprehensive demographic assessments of its constituents in order to better fulfill its stated mission, and the findings are making an impact on the school decision making.

### INDICATOR 3.3 (E/S)

The length of the school day and year, as well as the number of instructional hours and days, complies with applicable laws.

#### 1. NON COMPLIANCE

The length of the school day and year, including the number of instructional hours and days, does not comply with applicable laws.

#### 2. PARTIAL COMPLIANCE

The length of the school day and year or the number of instructional hours and days does not comply with applicable laws.

#### 3. COMPLIANCE

The length of the school day and year, including the number of instructional hours and days, complies with applicable laws.

#### 4. EXCEEDS COMPLIANCE

The school's instructional program extends beyond the minimal requirements for the school day and year.

### INDICATOR 3.4 (C)

Regular, established, and effective two-way communication occurs between the school and its constituents.

#### 1. NON COMPLIANCE

Minimal means of communication occurs between the school and its constituents, whether formally or informally. The school does not have a system for receiving feedback from the community.

Intentional communication methods are not in place.

#### 2. PARTIAL COMPLIANCE

Some communication occurs between the school and its constituents, but it tends to be one-way in nature.

#### 3. COMPLIANCE

A variety of established, effective two-way communication occurs between the school and its constituents.

#### 4. EXCEEDS COMPLIANCE

A variety of regular, well-established, multidimensional, and effective means of communication using state-of-the-art technology occurs between the school and its constituents.

Communications are designed to keep the community informed and to solicit input and feedback.

### INDICATOR 3.4A (EE)

The program has a plan for collaboration and communication with the families regarding the child's developmental milestones, individual learning goals, and classroom experiences, while developing effective strategies to support learning at home.

#### 1. NON COMPLIANCE

There is no evidence of a plan to collaborate and communicate with families regarding the child's developmental and learning progress.

#### 2. PARTIAL COMPLIANCE

There is evidence of a plan; however, there are inconsistencies with how the plan is utilized within the program.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

The program's plan is evaluated yearly, and all staff are annually trained for effective communication with families. Formal conferences are conducted annually.

### INDICATOR 3.5 (C)

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.

#### 1. NON COMPLIANCE

There are no established policies for resolving differences between the school and its constituents.

#### 2. PARTIAL COMPLIANCE

There are policies in place for resolving differences between the school and its constituents; however, they are ineffective or not consistently implemented.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

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.

There is evidence that the implementation of the principles has led to restoration and/or removal within the school community.

### INDICATOR 3.6 (C)

The school systematically seeks input/feedback from parents, staff, and current and past students in order to adjust its instructional and operational practices. Survey data is regularly gathered and analyzed for feedback regarding program satisfaction. (See Appendix E in the Standards Manual.)

#### 1. NON COMPLIANCE

The school does not seek input/feedback from parents, staff, or current and past students and/or does not use the input to provide information regarding the learning process.

#### 2. PARTIAL COMPLIANCE

The school seeks limited or inadequate input/feedback from parents, staff, or current and past students and/or does not use the input to provide information regarding the learning process. Surveys are occasionally distributed, but the data may not be accurately tabulated or effectively analyzed.

#### 3. COMPLIANCE

The school systematically seeks input/feedback from parents, staff, and current and past students to provide information regarding the learning process. Surveys are distributed to constituents at least every three years. Results are analyzed for feedback regarding program satisfaction.

EE programs systematically seek input/feedback from families, rather than current and past students, to provide information regarding the learning process using the survey and analysis process at least every three years.

#### 4. EXCEEDS COMPLIANCE

The school obtains, analyzes, and utilizes input/feedback from parents, staff, and current and past students to provide information regarding the learning process in order to make an impact on its instructional and operational practices. Surveys, which are nationally normed (or approved by ACSI), are distributed to constituents at least every other year, with response rates meeting the minimum threshold as detailed in Appendix E in the Standards Manual. Results are analyzed for program satisfaction, and improvement steps are taken based on the resulting data.

### INDICATOR 3.7\* (C)

The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school.

#### 1. NON COMPLIANCE

The nondiscrimination statement has not been published, and no evidence exists in the actions, relationships, and programs of the school.

#### 2. PARTIAL COMPLIANCE

The nondiscrimination statement is published, but it is not evident in the actions, relationships, and programs of the school.

#### 3. COMPLIANCE

The nondiscrimination statement is published and evident in the actions, relationships, and programs of the school.

#### 4. EXCEEDS COMPLIANCE

The school intentionally goes beyond the statement to embrace the diversity of the school culture and make an impact for the kingdom of Christ.

# GUIDANCE AND SUPPORT SERVICES

## INDICATOR 3.8 (E/S)

Guidance services are provided at age-appropriate levels and communicated to families. High school guidance services provide academic course selection along with college and career planning.

### 1. NON COMPLIANCE

No services are available.

### 2. PARTIAL COMPLIANCE

Only some services are available to students, or guidance services provided by the school are poorly communicated to families.

### 3. COMPLIANCE

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.

### 4. EXCEEDS COMPLIANCE

Designated personnel provide specialized services that meet individual student needs. The school offers a wide range of activities to promote different avenues for further education to the student body, including college and career planning.

## INDICATOR 3.9 (C)

The school has a process to identify the unique learning needs of individual students, and support is provided in order for them to meet the expected student outcomes.

### 1. NON COMPLIANCE

The school does not monitor the needs of individual students to determine if they need support. Staff members do not have tools or resources to help students who struggle or need enrichment.

### 2. PARTIAL COMPLIANCE

The process exists to identify students with learning differences. Students are not consistently identified or supported with additional assistance by the teacher.

### 3. COMPLIANCE

The process to identify and support students with learning differences is consistently applied. Needs are met in existing classrooms by most teachers. Some examples of differentiated lessons exist. Training in these areas is provided for teachers.

### 4. EXCEEDS COMPLIANCE

The process to identify and support students with learning differences is well executed for struggling students as well as the gifted and those with social/emotional challenges. Frequent examples exist throughout the school of differentiated instruction allowing students to learn at their own levels, pursue areas of interest, and demonstrate their learning in a variety of ways. Support is provided through classroom intervention or special staff hired to focus on small groups or individuals. Training in these areas is provided for teachers.

## INDICATOR 3.10 (C)

**Confidential records of students are complete, organized, current, accessible only to appropriate personnel, compliant with applicable legal requirements, and kept in a safe location.**

### 1. NON COMPLIANCE

Student records are incomplete, poorly organized, and in a nonsecure location.

### 2. PARTIAL COMPLIANCE

Student records are maintained but are difficult to reference. There are no accessibility limits, and they are in a nonsecure location.

### 3. COMPLIANCE

Student records are organized and current. Accessibility is restricted, and they are in a fireproof location or are electronically duplicated and maintained off-campus. They are compliant with all applicable legal requirements.

### 4. EXCEEDS COMPLIANCE

An outside source maintains all documentation and provides accessibility to authorized personnel. They are in complete compliance with all applicable legal requirements.

### INDICATOR 3.11 (C)

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.

#### 1. NON COMPLIANCE

The school does not have a written plan for the transfer of student records.

#### 2. PARTIAL COMPLIANCE

The school has a written plan in place for the transfer of student records, but the plan is informal or with an inadequate location.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

In addition to the written, signed agreement for the transfer of records, the school has well-developed plans for ongoing access to records and communication to constituents should the need arise.

## STUDENT ACTIVITIES

### INDICATOR 3.12 (E/S)

Student activities are consistent with the mission of the school, are a balanced variety, and are reflective of the needs of all students.

#### 1. NON COMPLIANCE

Student activities are neither reflective of the mission of the school, balanced, nor reflective of the student body.

#### 2. PARTIAL COMPLIANCE

Student activities are limited in scope, and they insufficiently accommodate the needs and interests of the student body.

#### 3. COMPLIANCE

Student activities are consistent with the mission of the school, are a balanced variety, and are reflective of the needs of all students.

#### 4. EXCEEDS COMPLIANCE

The activities program provides a varied balance of activities including athletics, fine arts, academics, and other interest-based activities; they are developed with the mission of the school in mind and they reflect the spiritual, emotional, academic, and social needs of all students.

## PERSONAL CARE, SUPPORT, AND ADVOCACY FOR CHILDREN

### INDICATOR 3.13 (EE)

The director ensures that daily transitions and regrouping of children are minimized through organization, written policies, and staffing.

#### 1. NON COMPLIANCE

Children are regularly interrupted and moved to another group, room, or teacher.

#### 2. PARTIAL COMPLIANCE

The program schedule makes provision for minimizing children's transitions; however, staff inconsistently implement strategies (such as transition activities) that cushion the impact of transitions for children.

#### 3. COMPLIANCE

The daily schedule indicates the commitment to minimize daily transitions. The director has provided highly organized staff schedules to support the program; there are sufficient staff to minimize daily transitions. Staff who share the primary responsibility of a group of children communicate with one another to ensure smooth operation of the program.

#### 4. EXCEEDS COMPLIANCE

Transitions during the day include planned procedures for facilitating relationships between the children and the staff who are responsible for their care. Transitions are minimized when feasible.

### INDICATOR 3.14 (EE)

Each group of children has one primary teacher/caregiver to help ensure that the individual child is cared for and nurtured.

#### 1. NON COMPLIANCE

A list demonstrates that each group of children does not have one primary teacher/caregiver.

#### 2. PARTIAL COMPLIANCE

Staff members are given primary responsibilities for assigned groups; however, there is frequent change in those assignments because of staff turnover or because children/staff are shifted from classroom to classroom.

#### 3. COMPLIANCE

Each group of children has one primary teacher/caregiver to help ensure that the individual child is cared for and nurtured.

#### 4. EXCEEDS COMPLIANCE

The bonding procedures are tailored to the development and ages of the children served.

### INDICATOR 3.15 (EE)

Staff members receive professional development on how to intentionally prepare and maintain an emotionally healthy environment (outlined in the *EE Evidence Guide for REACH Indicators*).

#### 1. NON COMPLIANCE

The emotional health of the environment is not prioritized.

Children appear socially anxious and/or fearful, and observable indicators are random and incidental.

#### 2. PARTIAL COMPLIANCE

Not all classrooms have observable indicators of an emotionally healthy environment.

#### 3. COMPLIANCE

Staff members receive professional development on how to intentionally prepare and maintain an emotionally healthy environment (outlined in the *EE Evidence Guide for REACH Indicators*).

#### 4. EXCEEDS COMPLIANCE

Classroom observations indicate a positive climate of mutual respect, pro-social interactions, affection, and laughter.

Children are content, and they do not exhibit signs of social/emotional stress. Teachers are well trained in preparing an emotionally healthy environment, and they respond promptly to the emotional needs of children (hurt, fear, negativity).

Teachers understand the listed components and the practical application of each.

### INDICATOR 3.16 (EE)

The program utilizes a research-based developmental screening tool within three months of enrollment and has a written early intervention plan for helping children who exhibit varying developmental delays or challenges in the learning environment. Staff are trained annually in implementing the plan.

#### 1. NON COMPLIANCE

There is no evidence of a screening tool or intervention plan in place.

#### 2. PARTIAL COMPLIANCE

There is a developmental screening tool and an intervention plan in place; however, staff are not trained.

#### 3. COMPLIANCE

The program utilizes a research-based developmental screening tool within three months of enrollment and has a written early intervention plan for helping children who exhibit varying developmental delays or challenges in the learning environment. Staff are trained annually in implementing the plan.

#### 4. EXCEEDS COMPLIANCE

Staff have input into the selection of the developmental screening tool and are annually trained to use the program's adopted tool. The program utilizes specialized resources, services, and agencies while collaborating with the family to assist and accommodate the child to serve in the child's best interest.

### INDICATOR 3.17 (EE)

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.

#### 1. NON COMPLIANCE

The program does not have a plan to engage families nor to support multicultural inclusion.

#### 2. PARTIAL COMPLIANCE

The program has a plan; however, the plan is inconsistently implemented.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

The program includes staff and parents in the planning and support of all family engagement activities.

### INDICATOR 3.18 (EE)

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.

#### 1. NON COMPLIANCE

Information, materials, and resources are not available for families.

#### 2. PARTIAL COMPLIANCE

Some information is available, but not all teachers are aware of the materials and resources.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

All staff are trained regarding the available resources and readily share with families when appropriate.

### INDICATOR 3.19 (EE)

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.

#### 1. NON COMPLIANCE

There is no evidence of a family handbook.

#### 2. PARTIAL COMPLIANCE

A family handbook is available; however, signed parent/guardian acknowledgement is not provided.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

Leadership and staff are involved annually with the review and update of the handbook outlining policies and procedures.

### INDICATOR 3.20 (EE)

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

#### 1. NON COMPLIANCE

There is no evidence of a marketing or recruitment plan.

#### 2. PARTIAL COMPLIANCE

The marketing and recruitment plan is not fully developed and utilized.

#### 3. COMPLIANCE

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

#### 4. EXCEEDS COMPLIANCE

The program engages staff and families in the systematic evaluation of the marketing and recruitment plan.

## STANDARD 4: PERSONNEL

The school hires personnel who have made a personal commitment to follow Jesus Christ and endorse the school’s statement of faith. They are committed to the written philosophy, mission, vision, and core values of the school. Faculty and staff engage in ongoing professional development to improve instructional practices leading to continual growth in student learning and development of the instructional program. The executive leadership, instructional, and support staff are sufficient in number to provide for the effective delivery of quality education and are appropriately credentialed, degreed, trained, and qualified for their assigned duties.

**Symbols next to indicators apply as follows:**

**(C)**—Comprehensively applies to every level of a school being accredited (grades EE–12)

**(E/S)**—Applies only to K–12 schools

**(EE)**—Applies only to early education programs that are stand-alone or a part of a K–12 school being accredited

Circle the number that reflects your school’s level of compliance. **Please note, Exceeds Compliance builds on the Compliance level. All indicators in boldface** are considered Critical Indicators. Indicators marked with an asterisk (\*) **must** be met at the “compliance” level or higher for a team visit to occur.

### INDICATOR 4.1 (C)

**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. (See *Guidelines for Outside Contracted Teachers or Instructors.*)**

#### 1. NON COMPLIANCE

The school has made no effort to determine each staff member’s personal relationship with Jesus Christ.

#### 2. PARTIAL COMPLIANCE

The school has attempted to determine each staff member’s personal relationship with Jesus Christ, but it does not have supporting evidence.

#### 3. COMPLIANCE

Every 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.

#### 4. EXCEEDS COMPLIANCE

In addition to the signed documents, staff members exemplify a passion for Christ, for students, and for Christ-centered educational processes.

### INDICATOR 4.2 (C)

**The executive leadership of the school ensures staff members know and understand the ethical considerations of their respective positions. Examples include: appropriate student/teacher relationships, confidentiality with student information, and use of copyrighted material.**

#### 1. NON COMPLIANCE

Ethical guidelines have not been developed or discussed with the staff.

#### 2. PARTIAL COMPLIANCE

Some documents and training exist, but staff do not demonstrate a clear understanding of the ethical considerations of their respective positions.

#### 3. COMPLIANCE

Staff handbooks and staff training enable staff members to know and understand the ethical considerations of their respective positions.

#### 4. EXCEEDS COMPLIANCE

Staff members are annually trained to know and understand the ethical considerations of their respective positions. Opportunities to discuss practical application are provided. Staff members can clearly articulate the meaning and application of the ethical guidelines.

### INDICATOR 4.3\* (C)

**All personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file, and they are supervised by qualified staff. Orientation for new staff members is thorough and is conducted before any new staff have contact with the students. (See the *EE Annual Staff Training Guidelines*.)**

<p><b>1. NON COMPLIANCE</b> No background checks are made.  An orientation program is not provided to the staff.</p>	<p><b>2. PARTIAL COMPLIANCE</b> Some background checks are made, but not all personnel are included in that process.  Orientation occurs, but it does not include all personnel.</p>	<p><b>3. COMPLIANCE</b> All personnel, including volunteers and substitute teachers, have the appropriate screening and background checks on file and they are supervised by qualified staff.  Orientation for new staff members is thorough and is conducted before any staff have contact with students.</p>	<p><b>4. EXCEEDS COMPLIANCE</b> Additionally, background checks of all personnel include child abuse registry and sex offender registry checks as available on a local, state, and federal level.  Every staff member receives a formal orientation to school policies and procedures before beginning employment, regardless of when employment begins within the school year. The process is consistently followed and documented.</p>
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### INDICATOR 4.4 (E/S)

**K–12 head of school and all K–12 principal qualifications are demonstrated in one of the following ways:**

- 1. The K–12 head of school and all K–12 principals hold ACSI administrative certification OR current state, national, or provincial administrative certification\* plus Christian philosophy and Bible requirements (Other administrators, such as academic deans, directors of curriculum and instruction, assistant principals, etc. may be included with the teacher and professional staff certification required in Indicator 4.6.) Schools may use a combination of ACSI certification and state, national, or provincial certification, as demonstrated on the Certification Spreadsheet, to meet the indicator.**  
**OR**
- 2. The school has an approved School-Based Professional Development (SPD) plan, sufficiently documenting the ongoing professional development of the administration within that plan, with annual reporting to ACSI. See [www.acsi.org/school\\_based\\_pd](http://www.acsi.org/school_based_pd) for more information. An approved SPD plan would enable the school to fulfill indicator 4.4 without submitting a Certification Spreadsheet. (E/S)**

\*Certificates that qualify would be full state certificates requiring ongoing professional development. Emergency, temporary, substitute, non-tax, non-public or other types of certificates that would lack full standing in a public school would not apply. If the only thing missing to bring the certificate into full standing is teaching experience, which some states require, it may qualify upon review.

<p><b>1. NON COMPLIANCE</b> Neither the head of school nor any K-12 principals have a current administrative certificate; OR, the school has not submitted an SPD plan for approval.</p>	<p><b>2. PARTIAL COMPLIANCE</b> The head of school or one or more K-12 principals lack a current administrative certificate; OR, the school's SPD plan has not yet been granted final approval or the school is not current on annual report of an approved plan.</p>	<p><b>3. COMPLIANCE</b> The head of school and all K-12 principals have current administrative certificates; OR, the school has an approved SPD plan and is current on annual report of that plan.</p>	<p><b>4. EXCEEDS COMPLIANCE</b> The head of school has attained training beyond a master's degree; OR, the schools approved SPD plan has been deemed exemplary by the visiting team, the regional accreditation office, or the Office of Academic Services.</p>
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### INDICATOR 4.4A (EE)

The director of the early education program has professional training as evidenced by having obtained, at minimum, one of the following:

- 1) a bachelor's degree (BA/BS) in early childhood education/child development or related field from an accredited institution;
- 2) a bachelor's degree (BA/BS) in a nonrelated field from an accredited institution and a CDA;
- 3) a bachelor's degree (BA/BS) in a nonrelated field from an accredited institution AND nine credit hours of college coursework in early childhood education/child development or related field;
- 4) a national or state level Director's Credential; or
- 5) a professional growth plan developed and monitored annually by the employee and their immediate supervisor which includes goal setting, training/coursework, and mentorship, and is approved by ACSI Early Education staff. (See Options for Meeting Indicator 4.4a for details.)

The director also has a working understanding of business practices as evidenced by college coursework in administration, business, leadership development, or supervision of adults, OR ongoing professional development in administration and a letter of verification of experience in the above from the board, resume, etc. (EE)

#### 1. NON COMPLIANCE

The director does not meet the indicator.

#### 2. PARTIAL COMPLIANCE

The director has not made expected progress in their professional growth plan. (If the director does not fully meet any of options 1-4, they will need a professional growth plan in place in order to be in compliance.)

#### 3. COMPLIANCE

The director meets the indicator requirements as stated.

#### 4. EXCEEDS COMPLIANCE

The director has completed graduate coursework in early childhood education/child development, administration, business or related field from an accredited institution.

### INDICATOR 4.5 (E/S)

**All K–12 teachers hold, at minimum, a bachelor's degree from an accredited college/university or an institution recognized by ACSI. Contact the ACSI Certification Department for information regarding recognized institutions.**

#### 1. NON COMPLIANCE

Not all teachers hold a bachelor's degree.

#### 2. PARTIAL COMPLIANCE

Some teachers have bachelor's degrees from unaccredited, nonrecognized colleges.

#### 3. COMPLIANCE

All teachers hold approved bachelor's degrees. The school has a policy in place to hire only appropriately degreed teachers. Note: See the waiver documents for guidelines on appropriate exceptions.

#### 4. EXCEEDS COMPLIANCE

Many of the teaching staff hold advanced degrees, and they are encouraged and supported in their pursuit of graduate degrees.

### INDICATOR 4.5A (EE)

Early education teachers have obtained, at minimum, one of the following:

- 1) an associate's degree (AA) in early childhood education/child development or related field from an accredited institution;
- 2) an associate's degree (AA) out-of-field AND six credit hours of early childhood/child development in college coursework;
- 3) an associate's degree (AA) degree out-of-field AND either a CDA or 120 documented clock hours of professional development in early childhood;
- 4) a CDA with documented experience working in the early education classroom; or,
- 5) a professional growth plan developed and monitored annually by the teacher and their direct supervisor which includes goal setting, training/coursework and mentorship, and is approved by the school's supervisor of early education. (See Options for Meeting Indicator 4.5a for details.) (EE)

#### 1. NON COMPLIANCE

Less than 50% of the early education teachers meet the minimum requirements.

#### 2. PARTIAL COMPLIANCE

At least 50% of the early education teachers meet the indicator.

#### 3. COMPLIANCE

100% of early education teachers meet the indicator.

#### 4. EXCEEDS COMPLIANCE

25% or more of the early education teachers hold an associate's degree or higher.

### INDICATOR 4.5B (EE)

Early education teacher assistants/aides have obtained one of the following:

- 1) CDA or equivalent;
- 2) completed college coursework in early childhood education;
- 3) state teacher assistant credential;
- 4) 60 documented (accrued) clock hours of professional development in early childhood within two years of employment; or,
- 5) a professional growth plan developed and monitored annually by the teacher assistant/TA and their direct supervisor which includes goal setting, training/coursework, and mentorship, and is approved by the school's supervisor of early education. (See Options for Meeting Indicator 4.5b for details.) (EE)

#### 1. NON COMPLIANCE

Less than 50% of the early education teacher assistants/aides meet the indicator.

#### 2. PARTIAL COMPLIANCE

At least 50% of the early education teacher assistants/aides meet the indicator.

#### 3. COMPLIANCE

100% of the teacher assistants/aides meet the indicator.

#### 4. EXCEEDS COMPLIANCE

25% or more of the early education teacher assistants/aides have obtained a CDA or above.

## INDICATOR 4.6 (E/S)

**K–12 faculty qualifications (which includes teaching faculty and professional positions such as guidance counselors, athletic directors, library/media specialists, etc.) are demonstrated in one of the following ways:**

**1. A minimum of 80 percent of faculty and professional staff, based on full-time equivalents (FTEs), hold current ACSI certification OR current state, national, or provincial certification\* plus Christian philosophy and Bible requirements. Schools may use a combination of individuals holding ACSI certification and individuals holding state, national, or provincial certification, as demonstrated on the Certification Spreadsheet, to meet the indicator. (See Guidelines for Outside Contracted Teachers and Instructors.)**

**OR**

**2. The school has an approved School-Based Professional Development (SPD) plan, sufficiently documenting the ongoing professional development of K-12 faculty within that plan, with annual reporting to ACSI See [www.acsi.org/school\\_based\\_pd](http://www.acsi.org/school_based_pd) for more information. An approved SPD plan would enable the school to fulfill indicator 4.6 without submitting a Certification Spreadsheet. (E/S)**

\*Certificates that qualify would be full state certificates requiring ongoing professional development. Emergency, temporary, substitute, non-tax, non-public or other types of certificates that would lack full standing in a public school would not apply. If the only thing missing to bring the certificate into full standing is teaching experience, which some states require, it may qualify upon review.

### 1. NON COMPLIANCE

Less than 70 percent of the teachers, based on FTEs, hold a current teaching certificate; OR, the school has not submitted an SPD plan for approval.

### 2. PARTIAL COMPLIANCE

Between 70 and 80 percent of teachers, based on FTEs, hold a current certificate. There may be teachers with applications pending who are awaiting their certificates. OR, the school's SPD plan has not yet been granted final approval or the school is not current on annual reporting of an approved plan.

### 3. COMPLIANCE

Eighty percent or more of the teachers, based on FTEs, hold a current certificate; OR, the school has an approved SPD plan and is current on annual reporting of that plan.

### 4. EXCEEDS COMPLIANCE

One hundred percent of the teaching staff hold a current certificate with 50 percent of the teaching staff holding a Standard level certificate or above; OR, the school's SPD plan has been deemed exemplary by the visiting team, the regional accreditation office, or the Office of Academic Services.

## INDICATOR 4.7 (E/S)

**Professional development for K–12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and aligned with specific goals and instructional programs, and it includes training in biblical studies and the Christian philosophy of education.**

### 1. NON COMPLIANCE

There is no ongoing professional development in place for most of the faculty and/or staff.

### 2. PARTIAL COMPLIANCE

There is some professional development for K–12 faculty, guidance personnel, informational resources staff, and other appropriate staff. Training in biblical studies and/or the Christian philosophy of education has only been accomplished for certified faculty members.

### 3. COMPLIANCE

Professional development for K–12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and is aligned with specific goals and instructional programs, and it includes training in biblical studies and the Christian philosophy of education.

### 4. EXCEEDS COMPLIANCE

Professional development for K–12 faculty, guidance personnel, informational resources staff, and other appropriate staff is ongoing and integral to the school and is aligned with specific goals and instructional programs. All staff members have been trained in biblical studies and the Christian philosophy of education.

### INDICATOR 4.7A (EE)

All EE staff who are responsible for the care and education of the children in the program participate annually in a minimum of 12 documented clock hours (state requirements for additional clock hour training must also be met) of continuing education or professional development relating to topics specific to early education. All professional development clock hours must align with one or more of the ACSI Core Competencies. Refer to the *EE Yearly Professional Development Report* and the *EE Core Competencies* document.

#### 1. NON COMPLIANCE

Few of the staff members have met the professional development clock hours for continuing education.

#### 2. PARTIAL COMPLIANCE

Seventy-five percent of staff participate in a minimum of 12 clock hours of professional development or meet state guidelines for training if state hours are more than 12 hours.

#### 3. COMPLIANCE

One hundred percent of staff participate in a minimum of 12 clock hours of professional development or meet state guidelines for training if state hours are more than 12 hours.

#### 4. EXCEEDS COMPLIANCE

Staff members regularly reflect and share learned training information orally with other staff members.

### INDICATOR 4.7B (EE)

A minimum of four clock hours annually of biblical studies (a formal group or individual Bible study) is accepted with documentation of completion. See *EE Biblical Studies Form*.

#### 1. NON COMPLIANCE

None of the staff members have a minimum of four clock hours of biblical studies.

#### 2. PARTIAL COMPLIANCE

Seventy-five percent of the staff have a minimum of four clock hours of biblical studies.

#### 3. COMPLIANCE

One hundred percent of the staff have obtained a minimum of four clock hours of biblical studies.

#### 4. EXCEEDS COMPLIANCE

Staff members regularly reflect and share learned training information orally with other staff members.

### INDICATOR 4.7C (EE)

Eighty percent of all early educators, including program leaders/directors, teachers, and teacher assistants, complete ACSI's Principles and Practices of Christian Early Education course.

#### 1. NON COMPLIANCE

Less than 25 percent of program leaders/directors, teachers, and teacher assistants have completed ACSI's *Principles and Practices of Christian Early Education* course.

#### 2. PARTIAL COMPLIANCE

Twenty-five percent or more of program leaders/directors, teachers, and teacher assistants have completed ACSI's *Principles and Practices of Christian Early Education* course.

#### 3. COMPLIANCE

Eighty percent or more of program leaders/directors, teachers, and teacher assistants have completed ACSI's *Principles and Practices of Christian Early Education* course.

#### 4. EXCEEDS COMPLIANCE

One hundred percent of program leaders/directors, teachers, and teacher assistants have completed ACSI's *Principles and Practices of Christian Early Education* course.

### INDICATOR 4.8 (C)

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

#### 1. NON COMPLIANCE

There are no policies and procedures in place regarding faculty/staff employment and/or separation from service.

#### 2. PARTIAL COMPLIANCE

There are some policies and procedures in place regarding faculty/staff employment and separation from service, or they are not regularly reviewed, or personnel files are not maintained in an appropriate manner in keeping with their confidential nature and applicable legal requirements.

#### 3. COMPLIANCE

There are policies and procedures in place that reflect ethical employment practices regarding faculty/staff employment and separation from service that are implemented and regularly reviewed.

#### 4. EXCEEDS COMPLIANCE

The school adjusts its policies based on regular staff surveys and staff exit interviews.

### INDICATOR 4.9 (C)

Executive leadership supports the implementation of effective instructional practices of faculty/staff through annual observation, evaluation, and goal setting to more effectively achieve desired student outcomes.

#### 1. NON COMPLIANCE

Faculty/staff evaluations are sporadic or nonexistent, they do not follow a prescribed plan, and little or no documentation of assessment is available.

#### 2. PARTIAL COMPLIANCE

The executive leadership team primarily uses informal or infrequent evaluation for faculty and staff, and the process is inconsistent in application. Feedback is also inconsistent and poorly documented.

#### 3. COMPLIANCE

Executive leadership follows a clearly defined plan for ongoing evaluation of faculty and staff. The plan is collaboratively developed, provides for feedback, is well documented, and is driven by growth and professional development of the staff.

#### 4. EXCEEDS COMPLIANCE

Executive leadership follows a clearly defined plan for a variety of ongoing evaluations of faculty and staff. The plan is collaboratively developed, provides for feedback, is well documented, and is driven by a desire for growth and professional development. Evaluations may include peer review and input from stakeholders. A systematic implementation of professional development is linked to professional goals.

### INDICATOR 4.9A (EE)

The director ensures that a formal evaluation of new employees takes place no later than six months after the start date.

#### 1. NON COMPLIANCE

No evaluation of new employees takes place within six months after the orientation period begins.

#### 2. PARTIAL COMPLIANCE

New employees are informally evaluated on an individual basis. Criteria for evaluation has not been established.

#### 3. COMPLIANCE

A formal evaluation of new employees takes place no later than six months into the orientation period.

#### 4. EXCEEDS COMPLIANCE

A new employee's formal evaluation occurs within 90 days of their start date.

### INDICATOR 4.10 (C)

The number and professional preparation of instructional and support staff is sufficient for the scope of the school.

#### 1. NON COMPLIANCE

Instructional/Administration: Programs offered by the school are implemented unsuccessfully because of insufficient staff. Students spend an excessive amount of time in transitions and waiting for activities.

Clerical: Clerical support is rarely available.

Custodial: The number of custodial and maintenance staff is insufficient for maintaining the grounds and classrooms in a safe condition.

#### 2. PARTIAL COMPLIANCE

Instructional/Administration: Staff members' time is consumed by preparation and maintenance of activities, allowing little time for teaching, talking, and listening to students.

Clerical: Insufficient clerical support is evidenced by tasks not completed in a thorough or timely manner.

Custodial: The number of custodial and maintenance staff is insufficient for maintaining attractive grounds and classrooms. There is a significant delay between the time that projects are requested and when they are completed.

#### 3. COMPLIANCE

Instructional/Administration: Programs offered by the school are implemented smoothly. Sufficient staff members teaching within their area of preparation are present allowing each staff member to fulfill his or her responsibilities for program management, instruction, and interaction with students.

Clerical: The program runs smoothly as a result of sufficient hours allotted to clerical staff.

Custodial: The number of custodial and maintenance staff is sufficient for the facilities and programs. Staff members are confident that requested maintenance or custodial services will be completed in a timely fashion.

#### 4. EXCEEDS COMPLIANCE

Instructional/Administration: Staffing for extra and/or cocurricular activities is done by non- or additional instructional staff, thereby allowing individual and corporate planning time for instructional staff.

Clerical: To meet the demand of special projects, clerical staff can be supplemented, or hours can be increased.

Custodial: Supplementary custodial and maintenance staff are available to meet facility needs that occur as part of special events or at the beginning of the school year.

### INDICATOR 4.11 (C)

Teachers and administrators work collaboratively with each other to positively affect school culture, encourage student learning, and promote organizational effectiveness.

#### 1. NON COMPLIANCE

Little or no opportunity for regular collaboration in ways that affect school culture and encourage student learning are evidenced. Some informal, sporadic collaboration by teachers may take place.

#### 2. PARTIAL COMPLIANCE

Some staff participate in learning communities or other regularly scheduled opportunities for collaboration which affect school culture and encourage student learning. Some teachers meet informally on their own initiative to collaborate, but it is not regular, scheduled, or documented.

#### 3. COMPLIANCE

A significant majority of teachers participate in regularly scheduled learning communities or other opportunities for collaboration. The agenda for these meetings contributes to a reflective, problem-solving culture which is focused on student learning, school ethos, or other conditions that affect student learning.

#### 4. EXCEEDS COMPLIANCE

A significant majority of teachers and administrators consistently participate in regularly scheduled learning communities or other opportunities for collaboration. Topics of discussion arise from the inherent needs of the students and the school. The conclusions of the group are followed-up in a way that positively affects school culture and promotes student learning.

### INDICATOR 4.12 (EE)

The program policy provides a schedule for teaching staff that includes compensated planning time.

#### 1. NON COMPLIANCE

The staff schedule does not provide planning time for teaching staff.

#### 2. PARTIAL COMPLIANCE

The teaching staff schedule is inconsistent in providing planning time.

#### 3. COMPLIANCE

The teaching staff are compensated for planning time.

#### 4. EXCEEDS COMPLIANCE

The program provides daily, compensated planning time for teaching staff.

### INDICATOR 4.13 (EE)

Breaks are reflected in the staff work schedule as per federal/state labor laws.

#### 1. NON COMPLIANCE

Staff breaks are not included in the work schedule.

#### 2. PARTIAL COMPLIANCE

Staff breaks are inconsistently included in the work schedule.

#### 3. COMPLIANCE

Breaks are reflected in the staff work schedule as per federal/state labor laws.

#### 4. EXCEEDS COMPLIANCE

Staff breaks are scheduled to minimize interruption to children's activities.

## STANDARD 5: INSTRUCTIONAL PROGRAM AND RESOURCES

The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices. The curriculum of the school is driven by well-written policies and procedures. Core instructional areas include Bible, language arts (reading, English, literature, grammar, and writing), mathematics, science, and social studies/history. It is sufficiently funded, collaboratively reviewed on a regular basis, and compiled using the school's mission, vision, core values, and schoolwide expected student outcomes to ensure a biblical foundation for instruction. A method for assessing the effectiveness of schoolwide expected student outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

Informational resources exist to carry out the mission of the school by supporting the instructional program with ample and appropriate print, media, and technology resources. Qualified staff provide effective services to students, staff, and parents.

**Symbols next to indicators apply as follows:**

**(C)**—Comprehensively applies to every level of a school being accredited (grades EE–12)

**(E/S)**—Applies only to K–12 schools

**(EE)**—Applies only to early education programs that are stand-alone or a part of a K–12 school being accredited

Circle the number that reflects your school's level of compliance. *Please note, Exceeds Compliance builds on the Compliance level. All indicators in boldface are considered Critical Indicators.*

### CURRICULUM GUIDE/MAPPING

#### INDICATOR 5.1 (C)

**The curriculum documents developed by the school provide a well-documented biblical basis for all courses consistent with the goal of developing a biblical worldview in students. (See *Guidelines for Accepting Credits from Other Sources.*)**

##### 1. NON COMPLIANCE

The curriculum guides/maps are minimal or non-existent, and there is almost no evidence of a thoughtfully developed, biblically-based curriculum.

##### 2. PARTIAL COMPLIANCE

Curriculum guides/maps are partially completed for some of the core courses, but there is little evidence of a thoughtfully developed, biblically-based curriculum.

##### 3. COMPLIANCE

Curriculum guides/maps are comprehensive and provide a well-documented biblical basis for all courses consistent with developing a biblical worldview in students.

##### 4. EXCEEDS COMPLIANCE

Curriculum guides/maps are comprehensive and exceptionally well documented in the biblical basis for all courses.

The curriculum is outstanding in design and functionality and effectively supports all teachers for effective instruction in a biblical worldview.

## INDICATOR 5.2 (E/S)

**The curriculum guides/maps drive the instructional program. The guides/maps are current and include the following components: 1) schoolwide expected student outcomes, 2) course goals and objectives, 3) biblical integration concepts, 4) school-selected standards, 5) resources, 6) time allotted for each unit, 7) instructional methods, and 8) assessments. A document, often called a Scope and Sequence, is available to guide the overall curriculum plan through electronic means (curriculum mapping software) or a traditional written format.**

**The guides/maps are accessible to all faculty and inform instruction that clearly values the development of the whole child—spiritually, intellectually, physically, emotionally, and socially. (See Appendix H in the Standards Manual regarding initial vs. renewal visit expectations.)**

### 1. NON COMPLIANCE

The curriculum guides/maps are minimal in quality or quantity, not up to date, and/or do not meet the requirements in the indicator.

There is no evidence in the curriculum that it addresses the developmental needs of the whole child. The curriculum documents are not accessible to the faculty.

The instructional program is totally textbook driven and not curriculum driven.

### 2. PARTIAL COMPLIANCE

The curriculum guides/maps are somewhat developed, but several of the requirements are not included.

There is little or only anecdotal evidence the curriculum addresses the developmental needs of the whole child. The curriculum documents are not readily accessible to the faculty.

The instructional program is highly textbook driven and not curriculum driven.

A curriculum review process exists, but it is not consistently followed.

### 3. COMPLIANCE

The curriculum is current, complete, and well documented, including all requirements in the indicator. The curriculum clearly addresses the developmental needs of the whole child.

The curriculum documents are readily accessible to all faculty members.

The instructional program is clearly curriculum driven, and textbooks are used as a resource.

A curriculum review process is documented and consistently followed.

### 4. EXCEEDS COMPLIANCE

The curriculum is annually reviewed, current, complete, and thoroughly documented, with every requirement being clearly addressed.

There is considerable evidence across the curriculum that it addresses the developmental needs of the whole child. The curriculum documents are readily accessible to all faculty, parents, and students.

The curriculum documents are regularly used by the faculty for instruction, and the selection of resources is curriculum based.

The curriculum review process includes a broad range of stakeholders.

## INDICATOR 5.2A (EE)

**The program has developed a curriculum guide/plan that flows out of the philosophy and foundational statements and that is based on current early education research and principles. The curriculum plan includes the following components: 1) an educational philosophy of teaching and how children learn based on early education research, 2) schoolwide expected student outcomes, 3) mapping of instruction for each age group, 4) incorporating overall goals and objectives aligned with state/national standards for each domain: spiritual, social, emotional, physical, and cognitive, 5) developmentally appropriate instructional methods, 6) instructional resources, and 7) evaluation and assessment strategies (outlined in the *EE Evidence Guide for REACH Indicators*).**

### 1. NON COMPLIANCE

There is very little consideration or consistency by the teachers in all classrooms for all developmental domains.

### 2. PARTIAL COMPLIANCE

There is some consideration and consistency by the teachers in all classrooms for all developmental domains.

### 3. COMPLIANCE

Every teacher has access to and utilizes a current curriculum guide/plan that includes all components specified in the indicator.

### 4. EXCEEDS COMPLIANCE

The curriculum guide/plan is a living document that is consistently used to inform instruction.

It is consistently revised to reflect more effective instructional practices and curricular resources, and it is driven by authentic assessment.

# INSTRUCTIONAL STRATEGIES

## INDICATOR 5.3 (E/S)

**Bible content and instruction are required in the core curriculum.**

### 1. NON COMPLIANCE

Bible may not be required as a core class or developed in the same way as other core classes.

Bible instruction is sporadic or inconsistent throughout the curriculum.

### 2. PARTIAL COMPLIANCE

Instruction in Bible classes is inconsistent among students and classes either in time or quality of instruction.

A clear scope and sequence and specific course objectives do not exist for each Bible class.

### 3. COMPLIANCE

A Bible course is required for each student every term of attendance or, due to a varied school class schedule, its equivalent amount of time in a year.

Instruction is built on a well-developed scope and sequence. Bible curriculum includes all the elements described in Indicator 5.2. Instructional strategies are consistent with other courses.

### 4. EXCEEDS COMPLIANCE

Every student is in a Bible class four days a week or, due to a varied school class schedule, its equivalent instructional minutes.

Every student has age-appropriate opportunities for exercising spiritual disciplines, personal reflection, and character development on a regular basis related to their Bible instruction.

ACSI will accept alternative and innovative ways of meeting the Bible content and instruction requirement. The school's method can be approved for meeting (or exceeding) compliance in advance of an accreditation visit by submitting a description of the process the school uses to the team chairperson and ACSI regional office. The plan must include: goals, objectives, and outcomes; assessment; and how it meets the spirit of the indicator and rubric.

## INDICATOR 5.3A (EE)

**There is age-appropriate biblical instruction integrated into the core curriculum.**

### 1. NON COMPLIANCE

Biblical instruction is not evident in the curriculum.

### 2. PARTIAL COMPLIANCE

Biblical instruction is inconsistent throughout the program's core curriculum.

### 3. COMPLIANCE

Age-appropriate biblical instruction is evident in every classroom, and biblical concepts are part of the core curriculum.

### 4. EXCEEDS COMPLIANCE

The biblically-integrated core curriculum is annually reviewed and includes input from all teachers.

## INDICATOR 5.4 (C)

**The school systematically evaluates its instructional strategies, learning activities, and instructional technology, ensuring they are research-based and reflect sound educational practice.**

### 1. NON COMPLIANCE

No systematic basis for formally evaluating the curriculum and the instructional program is in place.

The school learning environment is not monitored.

### 2. PARTIAL COMPLIANCE

An informal evaluation process exists, but no formal data are collected or evaluated to ensure that the school learning environment is conducive to the instruction and development of the whole child.

### 3. COMPLIANCE

A process is in place to effectively evaluate the school learning environment to ensure that it is conducive to the instruction and development of the whole child.

### 4. EXCEEDS COMPLIANCE

Annual school improvement plans have been developed in response to effective assessment of the curriculum and the instructional strategies.

There is a historical pattern of an improving school learning environment that has been initiated as a result of the assessment processes.

## INDICATOR 5.5 (E/S)

Instructional strategies and equitable learning activities focus on active student engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and higher-order thinking skills.

### 1. NON COMPLIANCE

The curriculum and instructional strategies are exclusively driven by the adopted textbook and publishers' materials. Engaged learning is not a priority in the school.

Many students do not have the same opportunities for meeting the learning outcomes.

### 2. PARTIAL COMPLIANCE

Many teachers are exclusively using adopted textbooks and publishers' materials, but some teachers are using learner-centric instructional strategies.

Many students have an equal opportunity for meeting the learning outcomes.

### 3. COMPLIANCE

Instructional strategies and learning activities focus on active engagement, the achievement of essential knowledge and skills, biblical wisdom and understanding, and critical thinking skills as well as higher-order thinking skills.

Most students have an equal opportunity for meeting the learning outcomes.

### 4. EXCEEDS COMPLIANCE

The school is utilizing and widely implementing learner-centric instructional strategies that are reflective of best practices.

All students have an equal opportunity for meeting the learning outcomes.

## INDICATOR 5.5A (EE)

Appropriate instructional strategies include the following developmental domains: spiritual, social, emotional, physical, and cognitive to include Bible, language, math, and science/discovery (outlined in the *EE Evidence Guide for REACH Indicators*).

### 1. NON COMPLIANCE

There is very little consideration for all developmental domains.

### 2. PARTIAL COMPLIANCE

There is some consideration and consistency for all developmental domains.

### 3. COMPLIANCE

Appropriate instructional strategies include the following developmental domains: spiritual, social, emotional, physical, and cognitive to include Bible, language, math, science/discovery (outlined in the Compliance section of the *EE Evidence Guide for REACH Indicators*).

### 4. EXCEEDS COMPLIANCE

Consideration of developmental domains of all children is a top priority for all teachers as they consistently plan for strategies to improve best practices for instruction.

The teachers receive ongoing training for domain planning to include using teachable moments in everyday interactions (outlined in the Exceeds Compliance section of the *EE Evidence Guide for REACH Indicators*).

## INDICATOR 5.5B (EE)

Teachers incorporate appropriate instructional strategies and learning activities in the lesson plans that reflect the goals of the program and connect with the overall expected child outcomes (outlined in the *EE Evidence Guide for REACH Indicators*).

### 1. NON COMPLIANCE

There is no connection among the instructional activities, learning activities, program goals, expected student goals, and the lesson plans.

### 2. PARTIAL COMPLIANCE

Instructional strategies and learning activities are loosely tied to program goals and expected child outcomes.

### 3. COMPLIANCE

Lesson plans accurately reflect the program goals and expected child outcomes, and the teaching staff clearly incorporate appropriate instructional strategies and learning activities in the lesson plan (outlined in the Compliance section of the *EE Evidence Guide for REACH Indicators*).

### 4. EXCEEDS COMPLIANCE

The teaching staff are trained on an ongoing basis in how to incorporate expected child outcomes into the lesson plans (outlined in the Exceeds Compliance section of the *EE Evidence Guide for REACH Indicators*).

### INDICATOR 5.5C (EE)

The daily schedule provides for stability, security, and flexibility to meet the group's needs, capitalizing on the children's interest and attention span. The classroom schedule includes a balance of activities that are age appropriate in length (outlined in the *EE Evidence Guide for REACH Indicators*).

#### 1. NON COMPLIANCE

The classroom schedule does not reflect a balance of appropriate activities as described in the indicator.

#### 2. PARTIAL COMPLIANCE

Only a portion of the classroom schedule reflects a plan and an attempt for a balance of appropriate activities. The plan is inconsistently achieved.

#### 3. COMPLIANCE

All classroom schedules reflect a plan for appropriate activities as described by the indicator and are consistently implemented.

#### 4. EXCEEDS COMPLIANCE

All teachers prepare written plans to include a variety of activities described in the indicator. Ongoing planning and implementation is evident.

## ASSESSMENT

### INDICATOR 5.6 (E/S)

**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. (See Appendix F in the Standards Manual.)**

#### 1. NON COMPLIANCE

There is no process in place for the assessment of student learning.

#### 2. PARTIAL COMPLIANCE

The school utilizes limited assessment tools.

#### 3. COMPLIANCE

There is a systematic administration of standardized testing consistently over time. There is use of multiple assessment measures to assess expected student outcomes.

#### 4. EXCEEDS COMPLIANCE

Assessments are continually administered with fidelity over time to include standardized, formative, and consistent school-based measures addressing all areas of expected student outcomes. Authentic assessment is readily seen in many classrooms and at many levels.

### INDICATOR 5.6A (EE)

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

#### 1. NON COMPLIANCE

Teachers do not perform assessments, are not trained in use of these assessments, or do not document children's growth and progress.

#### 2. PARTIAL COMPLIANCE

The teachers perform some assessments; however, teachers are not adequately trained in use of these assessments.

#### 3. COMPLIANCE

Children are assessed at least twice per year using the program's approved assessment protocol. Teachers are trained to use the assessment tools approved by the program, analyze the results, and share them with parents.

#### 4. EXCEEDS COMPLIANCE

All staff are trained in using a variety of assessment tools. Parent input is used as a collaborative means of assessing the needs of each child.

### INDICATOR 5.7 (E/S)

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.

#### 1. NON COMPLIANCE

Assessment is limited to textbook content testing or teacher-made classroom tests. The school does not use standards-based or nationally normed tests.

#### 2. PARTIAL COMPLIANCE

The school analyzes data on a cursory basis by what is provided in the group reports for the standardized tests. There is very little disaggregation of data or analysis of data for subgroups or on a single student basis. Teachers are rarely trained in data analysis.

#### 3. COMPLIANCE

The school uses comparison and trend data of performance. The analysis of student performance includes: 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.

#### 4. EXCEEDS COMPLIANCE

The school uses all of the factors listed at the compliance level as well as analyzing scores that are 1) higher or lower than expected; 2) showing increasing or decreasing gaps; and 3) correlations with other school indicators such as grades or graduation rates. Teachers are regularly trained on how to do analysis of both formative and summative assessments and how to use that for program improvement.

### INDICATOR 5.8 (E/S)

The school uses the analysis of data in making educationally sound decisions regarding students, instructional strategies, and programs to better attain expected student outcomes.

#### 1. NON COMPLIANCE

The school is not likely to use data or data analysis to make educationally sound decisions regarding students, instructional strategies, or programmatic improvements.

#### 2. PARTIAL COMPLIANCE

The school occasionally uses data and data analysis to make educationally sound decisions regarding students, instructional strategies, and programmatic improvements.

#### 3. COMPLIANCE

The school consistently uses data and data analysis to make educationally sound decisions regarding students, instructional strategies, and programmatic improvements.

#### 4. EXCEEDS COMPLIANCE

The school consistently uses data analysis in conjunction with appropriate research (constituents, literature, etc.) to make educationally sound decisions regarding students, instructional strategies, and programmatic improvements.

### INDICATOR 5.9 (C)

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.

#### 1. NON COMPLIANCE

Assessment results are communicated through report cards only.

#### 2. PARTIAL COMPLIANCE

Standardized test scores are sent home to parents, but analysis and follow-up are not provided.

#### 3. COMPLIANCE

The school has procedures for regular communication regarding the results of both formative and summative assessments used, schoolwide trends in achievement, and accomplishment of schoolwide expected student outcomes.

#### 4. EXCEEDS COMPLIANCE

The school utilizes a wide variety of assessment tools with results regularly communicated to students and parents. Exemplary work is displayed for students, teachers, parents, and the community. An annual assessment audit is provided to the parents and the community.

# INSTRUCTIONAL RESOURCES

## INDICATOR 5.10 (C)

Age-appropriate instructional and information resources which support teaching and learning are appropriate in number, culturally representative of the students, and include the Christian distinctives of the school.

### 1. NON COMPLIANCE

Resources are inadequate and/or not appropriate for the school's programs. Instructional resources are not evaluated for appropriateness.

### 2. PARTIAL COMPLIANCE

Some of the resources are adequate and appropriate for the programs offered. The quantity of resources meets a minimum of the resources needed.

### 3. COMPLIANCE

Resources are adequate and appropriate for the programs offered. Materials are systematically evaluated and selected with moral and cultural sensitivity and include Christian distinctives. There is a formal process for the faculty members to provide input into the selection of information resources supporting the attainment of the schoolwide expected student outcomes.

### 4. EXCEEDS COMPLIANCE

Resources in multiple media formats are plentiful and appropriate for the vast majority of programs offered. The faculty, students, and parents are intentionally solicited for recommendations regarding the selection of information resources used by the school population.

There is alignment between the assessment of the schoolwide expected student outcomes and the selection of the school's information resources.

## INDICATOR 5.11 (C)

Information resources are readily accessible to students and staff. Training for students and staff on the use of information resources is supported by specially trained staff.

### 1. NON COMPLIANCE

Access to information resources is not convenient or readily available to most of the students and staff.

**OR** no training is provided to students or staff on the use of information resources.

### 2. PARTIAL COMPLIANCE

Access to information resources is limited or only convenient for some of the students and staff.

Trained staff are occasionally available to assist students and staff with their research and support needs.

Limited professional development is available for trained staff.

### 3. COMPLIANCE

Information resources, including those beyond online search engines, are adequate for college prep coursework and are readily accessible by students and staff. (Adjust appropriately for schools with lower grades.)

Trained staff are usually available to assist staff and students with their research and support needs.

Schools with elementary grades incorporate library/media center skills into the curriculum.

Professional development for staff is provided as needed.

### 4. EXCEEDS COMPLIANCE

Information resources in a variety of media formats are plentiful, scholarly, easily accessible by students and staff, and are clearly linked to the instructional program.

Library/Media/Educ. Tech specialists are readily available to assist staff and students with their research and support needs.

Training on how to integrate information resources into instruction is available from specialists.

Professional development for specialists is well planned.

### INDICATOR 5.11A (EE)

Passive media (television, DVDs, CDs), when used, meet the following requirements: 1) are appropriate to the age and the attention span, 2) enhance the effectiveness and values of the program, 3) are previewed by the staff for overall content and age appropriateness, 4) serve as an occasional supplement to daily activities rather than a significant part, and 5) include appropriate teacher involvement in introducing and following up the viewing with questions and activities that elicit children's active involvement.

#### 1. NON COMPLIANCE

Media are used for entertainment and/or on a regular basis to occupy children during unstructured portions of the day.

#### 2. PARTIAL COMPLIANCE

Passive media do not meet all of the stated requirements.

#### 3. COMPLIANCE

Passive media (television, DVDs, CDs), when used, meet the following requirements: 1) are appropriate to the age and the attention span, 2) enhance the effectiveness and values of the program, 3) are previewed by the staff for overall content and age appropriateness, 4) serve as an occasional supplement to daily activities rather than a significant part, and 5) include appropriate teacher involvement in introducing and following up the viewing with questions and activities that elicit children's active involvement.

OR, the program does not include any screen time for children (iPad, television, computers, videos except for use in worship, etc).

#### 4. EXCEEDS COMPLIANCE

All passive media that are used are included as resources in the school's curriculum guide/plan and are continually updated and evaluated according to their effectiveness in meeting instructional goals and objectives. The media programs that are used include appropriate teacher involvement in introducing and following up the viewing with questions and activities that elicit children's active involvement.

### INDICATOR 5.11B (EE)

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.

#### 1. NON COMPLIANCE

There are no program-wide guidelines addressing children's active involvement and/or selection of software. Teachers can bring software into the program without formal approval.

#### 2. PARTIAL COMPLIANCE

The software selection process is informal. Children's time spent at the computer includes long periods of waiting and more passive involvement rather than active involvement.

#### 3. COMPLIANCE

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

#### 4. EXCEEDS COMPLIANCE

The software selection process is written and formal. Evaluative comments precede the adoption process. Teachers are trained to use all purchased software, and they know how to integrate the software into learning opportunities.

### INDICATOR 5.12 (C)

Instructional technology competencies are incorporated into the teaching and learning process to improve the achievement of expected student outcomes. Well-integrated technology promotes creativity, collaboration, innovation, research skills, problem-solving, and digital citizenship.

#### 1. NON COMPLIANCE

Little use of technology by teachers or students.

#### 2. PARTIAL COMPLIANCE

Use of technology by the teacher is primarily for presentation. Use of technology by the student is primarily for drill and practice or completion of word processing assignments.

#### 3. COMPLIANCE

Technology is incorporated into the curriculum. Uses vary with teachers. Some have higher level use which incorporate critical thinking, collaboration, and creative uses for students. Other teachers are still using technology primarily as a presentation tool. Students use technology to complete assignments at a similar variety of levels.

#### 4. EXCEEDS COMPLIANCE

Technology is integrated through a vast majority of classes at high levels by both teachers and students. There are frequent examples of creativity, collaboration, innovation, research, problem-solving, and ongoing training for digital citizenship. Students are taught the skills of the innovative tools, how to use them in their coursework, and are assessed appropriately for the variety of tools they use.

## POLICIES AND PROCEDURES

### INDICATOR 5.13 (E/S)

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.

#### 1. NON COMPLIANCE

There is no written classroom management or philosophy policy.

#### 2. PARTIAL COMPLIANCE

There is a written classroom management philosophy and policy, but they are not developmentally appropriate or biblically based, and they are not implemented schoolwide, implemented effectively, or communicated to the school community.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

Classroom management philosophy and policies have been effectively implemented. There is an overarching positive atmosphere. Classroom management policies are regularly reviewed and revised as needed.

### INDICATOR 5.13A (EE)

Child guidance policies and classroom management procedures are in place and published for parents and staff. The policies and procedures support staff in maintaining effective orderly classrooms (outlined in the *EE Evidence Guide for REACH Indicators*).

#### 1. NON COMPLIANCE

There are no policies and procedures in place, and they are not published for parents and staff.

#### 2. PARTIAL COMPLIANCE

There is an informal understanding of the program's child guidance policies and classroom management procedures by the staff and parents.

#### 3. COMPLIANCE

The child guidance policies and classroom management procedures are published in both the staff and parent handbooks. Staff understand and follow the established child guidance policies and procedures (outlined in the Compliance section of the *EE Evidence Guide for REACH Indicators*).

#### 4. EXCEEDS COMPLIANCE

Child guidance procedures are systematically reviewed and updated. All staff members are trained for best practices for classroom management (outlined in the Exceeds Compliance section of the *EE Evidence Guide for REACH Indicators*).

### INDICATOR 5.14 (C)

Written policies and procedures are in place to allocate and protect instructional time and learning opportunities and support student learning and graduation requirements. The number of students per classroom is monitored for effective learning and student-teacher relationships.

#### 1. NON COMPLIANCE

The school has no written policy in place related to class size, instructional time, or graduation requirements.

#### 2. PARTIAL COMPLIANCE

The school has written policies and procedures in place related to class size, instructional time, or graduation requirements, but they are not consistently followed.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

The school uses current research and analysis to determine optimum student/teacher ratio. The school has a written policy that addresses freedom from class interruptions. The school shows evidence that it exceeds the time and coursework requirements for graduation.

### INDICATOR 5.15 (E/S)

The school instructs teachers and students in the ethical and moral use and evaluation of source materials, including verification, attribution and credit, appropriate referencing, and media literacy.

#### 1. NON COMPLIANCE

There is no plan for instructing teachers or students in the moral and ethical use and evaluation of materials. There is no instruction in media literacy or school standards for its use on school property.

#### 2. PARTIAL COMPLIANCE

There is a policy and plan for ethical and moral use of source materials, but it is inconsistently applied or taught to students. It does not cover all sources of material. There is incidental instruction in media literacy but no school standards for its use on school property.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

The school emphasizes and models the moral and ethical use of source material. It emphasizes the related character issues to staff and students.

### INDICATOR 5.16 (C)

The school has, and regularly evaluates, a technology 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.

#### 1. NON COMPLIANCE

The school does not have a written technology management plan.

#### 2. PARTIAL COMPLIANCE

The school's written technology management plan includes some of the required components, but it is not implemented effectively or evaluated regularly.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

The school solicits additional funding to augment or accelerate the procurement of appropriate technology and informational resources. The school is a pioneer in the development and/or application of technology to enhance school instructional objectives.

## STANDARD 6: STUDENT CARE

Written policies and procedures are in place to ensure students' well-being—emotional, physical, spiritual, and academic. The school facilities (buildings and grounds) are appropriate in size, furnishings, and space to meet the stated philosophy, mission, and vision for the number and age of students served. The entire campus is a safe, healthy, and nurturing environment for teaching and learning. Safety procedures are documented and clearly understood, and they address the prevention and identification of abuse, bullying, and the presence of unwelcome guests. A relevant and thorough crisis management plan is in place, and the faculty and staff have been trained appropriately to handle various emergency situations. Regular drills and practices occur to assist in preparation for crisis events. Transportation guidelines for staff and students are developed, and written policies and procedures are in place.

**Symbols next to indicators apply as follows:**

**(C)**—Comprehensively applies to every level of a school being accredited (grades EE–12)

**(E/S)**—Applies only to K–12 schools

**(EE)**—Applies only to early education programs that are stand-alone or a part of a K–12 school being accredited

Circle the number that reflects your school's level of compliance. *Please note, Exceeds Compliance builds on the Compliance level.* All indicators in boldface are considered Critical Indicators. Indicators marked with an asterisk (\*) must be met at the "compliance" level or higher for a team visit to occur.

### CRISIS PLANNING

#### INDICATOR 6.1\* (C)

**A comprehensive written security and crisis management plan has been developed, regularly reviewed, and implemented, and it is supported by appropriate training for all staff and students.**

##### 1. NON COMPLIANCE

The school does not have a written security and crisis management plan.

##### 2. PARTIAL COMPLIANCE

The school has a written plan for security and crisis management that is not formalized or implemented.

##### 3. COMPLIANCE

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.

##### 4. EXCEEDS COMPLIANCE

The school has a comprehensive and reviewed written security and crisis management plan. It has trained the staff and students in how to respond and has provided orientation to the parents to effectively communicate the school's preparedness, including coordination with community responders. A safety audit has been conducted.

#### INDICATOR 6.2 (C)

**The school communicates with legal authorities (i.e., the fire department, police department, and other applicable agencies), parents, media, and community members when a crisis or a major incident occurs.**

##### 1. NON COMPLIANCE

The school has no plan for communication with legal authorities, parents, media, and community members in times of crisis or emergency.

##### 2. PARTIAL COMPLIANCE

The school has a written plan for communication, but it has not been formally implemented nor has orientation been given to staff.

##### 3. COMPLIANCE

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.

##### 4. EXCEEDS COMPLIANCE

The school has formally written a plan for communicating with legal authorities, parents, media, and community members in times of crisis or emergency. It has provided staff orientation as well as orientation for all concerned stakeholders.

# SAFETY AND HEALTH

## INDICATOR 6.3 (C)

The school complies with applicable local, state, and federal laws regarding safety and health issues.

### 1. NON COMPLIANCE

No process has been implemented to comply with any local, state, and federal laws regarding safety and health issues.

### 2. PARTIAL COMPLIANCE

A process has been developed, but it has not been implemented to comply with all local, state, and federal laws regarding safety and health issues.

### 3. COMPLIANCE

All local, state, and federal laws regarding safety and health issues are met.

### 4. EXCEEDS COMPLIANCE

Safeguards are in place beyond the minimum requirements of local, state, and federal laws.

## INDICATOR 6.3A (EE)

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.

### 1. NON COMPLIANCE

The program has not developed guidelines to address foods that are choking hazards.

### 2. PARTIAL COMPLIANCE

The program has developed guidelines to address foods that are choking hazards; however, they are not communicated consistently to staff and parents.

### 3. COMPLIANCE

The program does not offer foods that present a risk of choking to children. Food is prepared as stated in the indicator, and written policies are presented to staff and parents.

### 4. EXCEEDS COMPLIANCE

The program consults with parents on an individual basis concerning foods that do not present a choking hazard that can be brought from home.

## INDICATOR 6.4 (C)

Students are in compliance with the requirements of civil authorities regarding immunizations, physical examinations, and communicable diseases. Records of health services rendered to students (including accidents and injuries) are appropriately noted and filed.

### 1. NON COMPLIANCE

Student records are outdated, undocumented, or incomplete.

### 2. PARTIAL COMPLIANCE

Some student records are outdated, undocumented, or incomplete

### 3. COMPLIANCE

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.

### 4. EXCEEDS COMPLIANCE

The school has developed a system for tracking documentation needed in student files, including a plan for follow-up of items requiring periodic updating. A system is in place for staff to access emergency information on or off campus.

## INDICATOR 6.5 (C)

**Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented.**

### 1. NON COMPLIANCE

Written policies and procedures do not exist.

### 2. PARTIAL COMPLIANCE

Written policies and procedures have been developed, but they are not formally implemented or reviewed.

### 3. COMPLIANCE

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

### 4. EXCEEDS COMPLIANCE

Written policies and procedures for all areas of health and safety services have been developed, reviewed, and implemented, and they include education and training for staff and students. Prevention is emphasized in the culture of the school.

### INDICATOR 6.5A (EE)

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*).

#### 1. NON COMPLIANCE

The program does not consult with a health care professional nor are policies and procedures related to illness management and prevention provided to parents/guardians.

#### 2. PARTIAL COMPLIANCE

The program inconsistently consults with a health care professional, and some policies and procedures related to illness management and prevention have been established, but they are not followed on a consistent basis.

#### 3. COMPLIANCE

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*).

#### 4. EXCEEDS COMPLIANCE

A health care professional provides training for staff related to the program's written health policies, and the policies are reviewed annually with all stakeholders (outlined in the Exceeds Compliance section of the *EE Evidence Guide for REACH Indicators*).

### INDICATOR 6.5B (EE)

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.

#### 1. NON COMPLIANCE

The schedule for sanitizing toys and equipment and the implementation of the schedule fall below state guidelines.

#### 2. PARTIAL COMPLIANCE

There is a schedule for sanitizing toys and equipment; however, it is not comprehensive, and/or the schedule is not consistently implemented.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

The program has developed systems for sanitizing toys and equipment. The systems are exceptionally functional and easily implemented and monitored. They do not interrupt interactions or exploration.

### INDICATOR 6.6 (C)

**Biblically-based plans and procedures are developed that educate the school community regarding harassment, intimidation, and bullying. Students and families are educated on how to build biblically-based relationships, have caring interaction, and resolve conflicts with peers.**

#### 1. NON COMPLIANCE

There are no plans or procedures in place regarding harassment, intimidation, and bullying.

#### 2. PARTIAL COMPLIANCE

There are some plans and procedures in place to address the issues of harassment, intimidation, and bullying. It may be that the entire school community has not been educated on them, the school does not follow their use, or the plans are not biblically based.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

Well-written biblically-based plans and procedures are known and practiced consistently by the entire school community to prevent harassment, intimidation, and bullying.

### INDICATOR 6.7\* (C)

The school has developed policies and procedures that promote child safety; define conduct expectations for staff and volunteers; and provide training for staff, volunteers, and students. Staff training includes legal reporting responsibilities in cases of alleged or suspected child abuse, neglect, or other areas in which reporting is mandated.

#### 1. NON COMPLIANCE

Policies have not been developed, staff or students are not trained, and reporting processes are informal.

#### 2. PARTIAL COMPLIANCE

Some policies have been developed, but they are not complete. Staff and volunteers have not been adequately trained regarding conduct expectations and/or reporting responsibilities. Little or no training exists for students.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

Written policies are in place; staff and volunteers have annual training in conduct expectations and reporting responsibilities. Staff are trained annually on identifying child abuse or neglect. The school has implemented an age appropriate curriculum for students in understanding and reporting abuse or neglect.

## FOOD/NUTRITION SERVICES

### INDICATOR 6.8 (C)

The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. The school provides a suitable and hygienic eating space for the staff and students.

#### 1. NON COMPLIANCE

The school does not comply with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food.

The eating space provided is insufficient for the needs of the school.

#### 2. PARTIAL COMPLIANCE

The school has a plan, and it has begun implementation in order to comply with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food.

The eating space is limited and/or unsuitable for the needs of the school.

#### 3. COMPLIANCE

The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food.

The school provides a suitable and hygienic eating space for the staff and students.

#### 4. EXCEEDS COMPLIANCE

The school complies with local, state, and federal regulations regarding preparation, delivery, handling, and storage of food. It consistently maintains the highest ratings for sanitation that those agencies award.

A dedicated hygienic space for food services is available, and it efficiently provides for the dining needs of the students and the staff.

### INDICATOR 6.9 (C)

Meals and snacks offered by the school are based on sound nutritional standards.

#### 1. NON COMPLIANCE

No nutritional standards have been consulted in the selection of meals and snacks.

#### 2. PARTIAL COMPLIANCE

Nutritional standards have been reviewed, but they are inconsistently applied.

#### 3. COMPLIANCE

Developmentally appropriate nutritional standards are consulted and implemented in the selection of both snacks and meals.

#### 4. EXCEEDS COMPLIANCE

Nutritional information is published for both parents and students and used to educate students in making good nutritional choices.

### INDICATOR 6.9A (EE)

The nutritional needs of children are met and supported by the staff and facilities (outlined in the *EE Evidence Guide for REACH Indicators*).

#### 1. NON COMPLIANCE

The program does not meet all of the nutritional needs, and the environment is not adapted for the children enrolled.

#### 2. PARTIAL COMPLIANCE

The program addresses and meets some of the children's nutritional needs, and the facility adaptations are inconsistent.

#### 3. COMPLIANCE

The nutritional needs of children are met and supported by the staff and facilities (outlined in the *EE Evidence Guide for REACH Indicators*).

#### 4. EXCEEDS COMPLIANCE

The program excels in meeting the nutritional needs, and creative adaptations to the facility are evident (outlined in the *EE Evidence Guide for REACH Indicators*).

## FACILITIES, ENVIRONMENT, AND TRANSPORTATION

### INDICATOR 6.10\* (C)

Required local, state, and federal legal standards for fire protection, sanitation, and transportation are met.

#### 1. NON COMPLIANCE

Required local, state, and federal standards are not met. Executive leadership is unaware of legal standards. Evidence of substandard conditions and unsafe practices are observed, and they can be documented.

#### 2. PARTIAL COMPLIANCE

Some substandard conditions in the area of sanitation and unsafe practices in fire protection, safety, and transportation indicate that not all local, state, and federal legal standards are consistently met.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

There is evidence that the school goes beyond the legal requirements. Policies are in place to ensure that the school regularly inspects and reviews these areas.

### INDICATOR 6.11 (C)

The school maintains the site, facilities, services, and equipment to provide an environment that is safe, secure, and orderly.

#### 1. NON COMPLIANCE

The environment is not safe and orderly because of a lack of scheduled inspections and maintenance.

#### 2. PARTIAL COMPLIANCE

Occasional inspections and maintenance are conducted, but limited documentation and corrections are provided.

#### 3. COMPLIANCE

Documented, regular maintenance and safety inspections are conducted, and deficiencies are corrected to ensure a safe and orderly environment.

#### 4. EXCEEDS COMPLIANCE

A school maintenance improvement plan is developed, reviewed, and implemented to enhance overall functionality and safety. Subsequent documentation is on file.

## INDICATOR 6.12 (C)

The facilities are secure and suitable for the size of the school; the school environment is monitored and maintained to ensure it is conducive to the instruction and development of the whole child.

### 1. NON COMPLIANCE

Facilities are not secure or of sufficient size to ensure quality instruction. Facilities are poorly maintained.

### 2. PARTIAL COMPLIANCE

Some facilities are not secure or of sufficient size or nature. Maintenance of facilities is inconsistent. Guidelines for special program facilities (such as fine arts, technology, science, athletics) are not followed.

### 3. COMPLIANCE

Facilities are secure and of sufficient size and nature to provide quality instruction that is consistent with the goals of the school. Maintenance of facilities is consistent and of good quality, and it provides a good testimony to the community.

### 4. EXCEEDS COMPLIANCE

High-quality school facilities provide for the expansion of school programs, and the facilities are specifically designed for their intended use, providing security and accommodation for physical needs as able. High school labs follow guidelines for preuniversity-level courses. Professional associations and/or experts were consulted in the design of special function rooms. Maintenance of facilities is of consistent quality and is recognized as exemplary by the community.

## INDICATOR 6.12A (EE)

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*).

### 1. NON COMPLIANCE

There is no maintenance plan for the building, grounds, or equipment. Maintenance is provided inconsistently and is underfunded.

### 2. PARTIAL COMPLIANCE

A maintenance plan exists but does not consistently address potential hazards including environmental allergies.

### 3. COMPLIANCE

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

### 4. EXCEEDS COMPLIANCE

There is a long-range plan for ongoing maintenance and replacement of equipment. The plan is modified to the needs of the program (outlined in the Exceeds Compliance section of the *EE Evidence Guide for REACH Indicators*).

## INDICATOR 6.12B (EE)

Sinks and toilets are readily accessible to children.

### 1. NON COMPLIANCE

Children's restrooms are accessible, but the number of sinks and/or toilets is inadequate for the number of children enrolled in the program. Sinks are not located near toilets, or adult-sized toilets are the only toilets available to the children, and they are not made accessible with secured platforms or steps.

### 2. PARTIAL COMPLIANCE

The number of sinks and/or toilets is adequate for the number of children enrolled in the program, but adult-sized toilets are being used for toddlers and preschool-age children. They are accessible to the children, and they have secured platforms or steps to ensure child safety. Sinks are located near toilets; however, children are not able to access the soap and paper towels without assistance.

### 3. COMPLIANCE

Sinks are located in the area near the toilets, and soap and paper towels are accessible to the children. The number of sinks and toilets is in compliance with civil authorities and is adequate for the number of children in attendance. Child-size toilets are recommended, and step stools are provided, if needed. Care is taken to prevent toddlers from wandering into restrooms unattended.

### 4. EXCEEDS COMPLIANCE

A minimum of one sink and one flush toilet is available for ten or fewer toddlers and preschoolers, as recommended by the National Health and Safety Performance Standards. Or, the program provides hands-free faucets, soap, and paper dispensers that are accessible to the children.

### INDICATOR 6.12C (EE)

Developmentally appropriate equipment, including child-sized tables and chairs and adequate furniture in good repair, are provided in each classroom to meet the needs of the children.

#### 1. NON COMPLIANCE

Classroom equipment is either insufficient in quantity for the children enrolled or not geared toward children's developmental needs.

#### 2. PARTIAL COMPLIANCE

The classrooms contain ample equipment; however, children have limited access to those resources, or the materials provided must be shared, resulting in inadequate provisions in some of the classrooms.

#### 3. COMPLIANCE

Developmentally appropriate equipment, including child-sized tables and chairs and adequate furniture in good repair, are provided in each classroom to meet the needs of the children.

Children's feet touch the floor (or the provided surface in high chairs), giving them stability while seated.

#### 4. EXCEEDS COMPLIANCE

Classroom materials and equipment include: 1) duplicates of popular items, 2) open-ended materials that children can use in a variety of ways, and 3) newly developed products.

### INDICATOR 6.13 (E/S)

The recreation area/playground, common areas, and athletic areas are safe, age appropriate, and large enough for the number of students.

#### 1. NON COMPLIANCE

There are no recreation areas, common areas, and/or athletic areas.

#### 2. PARTIAL COMPLIANCE

Recreation areas, common areas, and athletic areas exist, but they are not an adequate size for the intended use and/or they contain one or more safety hazards that have not been addressed.

#### 3. COMPLIANCE

Recreation areas, common areas, and athletic areas are safe and are large enough for the number of students that use them.

#### 4. EXCEEDS COMPLIANCE

Recreation areas, common areas, and athletic areas have been developed in ways that maximize their intended use, providing safe use and enhancing educational goals and objectives.

### INDICATOR 6.13A (EE)

The early education playground supports the developmental growth of children within a context of safety (outlined in the *EE Evidence Guide for REACH Indicators*).

#### 1. NON COMPLIANCE

The outdoor play area does not meet state/national regulations, and the fall zones are not covered with appropriate types of material.

#### 2. PARTIAL COMPLIANCE

The playground is not designed and equipped to provide optimal learning experiences.

#### 3. COMPLIANCE

The playground supports the developmental growth of children within a context of safety (outlined in the Compliance section of the *EE Evidence Guide for REACH Indicators*).

#### 4. EXCEEDS COMPLIANCE

The aesthetic details of the playground offer children indirect and direct experiences with nature, and the playground equipment provides an extensive and balanced range of activities (outlined in the Exceeds Compliance section of the *EE Evidence Guide for REACH Indicators*).

### INDICATOR 6.14 (C)

Facilities planning is in place to address future programs; enrollment changes; staff, facility, and technology needs; as well as future capital improvements.

<b>1. NON COMPLIANCE</b> Facilities planning is not occurring.	<b>2. PARTIAL COMPLIANCE</b> Limited facilities planning is occurring for future programs and staff, facility, and technology needs.	<b>3. COMPLIANCE</b> Facilities planning considers potential growth or reduction in the areas of enrollment, staffing and/or technology needs, and capital improvements. Capital funding is addressed in the school's budget.	<b>4. EXCEEDS COMPLIANCE</b> Executive leadership engages in long-range planning to address various contingencies and their potential impact on current facilities. The facilities plan is written, and a capital-improvement line item is in the school's budget.
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### INDICATOR 6.15 (C)

Vehicles and drivers used to transport students for all school activities follow the school's policies as well as government and insurance regulations.

<b>1. NON COMPLIANCE</b> The school is unaware of government and insurance regulations. Policies regarding vehicles and drivers do not exist.  No liability, vehicle, or property insurance exists.	<b>2. PARTIAL COMPLIANCE</b> Policies regarding vehicles and drivers are in place but are not consistently enforced. The school is not fully aware of, or is insufficiently communicating, government and insurance regulations to key personnel.  Inadequate insurance for liability, vehicle, and property is in place.	<b>3. COMPLIANCE</b> 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.	<b>4. EXCEEDS COMPLIANCE</b> The school regularly monitors compliance with vehicle and driver policies. The school provides training to anyone involved in transporting students for school activities.  The school conducts an annual assessment of all insurance needs and adjusts coverage as needed.
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### INDICATOR 6.16 (C)

Written policies and procedures are in place for routine safety inspections, service, and repair of school-owned vehicles and for reporting vehicle accidents—including communication with all constituents.

<b>1. NON COMPLIANCE</b> There are no policies and procedures for routine safety inspection, servicing, and repair of vehicles in place.	<b>2. PARTIAL COMPLIANCE</b> Some policies and procedures are in place, but they are inconsistently applied or poorly communicated.	<b>3. COMPLIANCE</b> 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.	<b>4. EXCEEDS COMPLIANCE</b> The school regularly reviews policies and procedures for improvement. The school has walked through various scenarios to plan for communicating effectively with parents, the media, and the school community in the event of tragedy.
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## INDICATOR 6.17 (EE)

Appropriate health, safety, and supervision practices ensure the specific needs of infants and toddlers are met (outlined in the *EE Evidence Guide for REACH Indicators*).

### 1. NON COMPLIANCE

There is little consideration or consistency by the teacher in all classrooms for the health, safety, and supervision of the children.

### 2. PARTIAL COMPLIANCE

There is some consideration and consistency by the teachers in all classrooms for the health, safety, and supervision of the children.

### 3. COMPLIANCE

The infants and toddler teachers follow best practices for the health, safety, and supervision of the children (outlined in the Compliance section of the *EE Evidence Guide for REACH Indicators*). OR, the EE program does not serve infants and toddlers.

### 4. EXCEEDS COMPLIANCE

The health, safety, and supervision of all children is a top priority for all teachers, and they consistently watch for opportunities to improve their practices in these areas (outlined in the Exceeds Compliance section of the *EE Evidence Guide for REACH Indicators*).

# STANDARD 7: CHARACTER, VALUES, AND SPIRITUAL FORMATION OF STUDENTS

The school shall provide for spiritual nurture and discipleship of its students with the goal of developing a biblical worldview. Spiritual nurturing of Christlike character is planned, intentional, and systematic in implementation. Mentoring and discipleship experiences are necessary components in a spiritual formation strategy. Students are given opportunities to serve others and develop a Christlike attitude toward the poor, needy, and vulnerable. A commitment to a community of faith is modeled by the faculty and emphasized to all students. Spiritual formation assessment is integral to effective and ongoing improvement of the school program.

## Symbols next to indicators apply as follows:

**(C)**—Comprehensively applies to every level of a school being accredited (grades EE–12)

**(E/S)**—Applies only to K–12 schools

**(EE)**—Applies only to early education programs that are stand-alone or a part of a K–12 school being accredited

Circle the number that reflects your school’s level of compliance. *Please note, Exceeds Compliance builds on the Compliance level. All indicators in boldface are considered Critical Indicators.*

### INDICATOR 7.1 (C)

#### **Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation.**

1. NON COMPLIANCE	2. PARTIAL COMPLIANCE	3. COMPLIANCE	4. EXCEEDS COMPLIANCE
Schoolwide expected student outcomes do not exist or do not adequately include character development, acquisition of Christian values, and spiritual formation.	Schoolwide expected student outcomes include some character development and/or some acquisition of Christian values and spiritual formation.	Schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation. The outcomes are published in the school community.	Schoolwide expected student outcomes, including character development, acquisition of Christian values, and spiritual formation, are instructionally evident, assessed, and observable in the lives of the students. The outcomes are widely published in the school community.

### INDICATOR 7.2 (C)

#### **Christlike respect, compassion, and caring for self and all others is taught and demonstrated by school personnel.**

1. NON COMPLIANCE	2. PARTIAL COMPLIANCE	3. COMPLIANCE	4. EXCEEDS COMPLIANCE
A comprehensive framework for teaching respect, compassion, and caring is not evident.  Teaching respect, compassion, and caring occurs incidentally and sporadically.	A framework for teaching respect, compassion, and caring is evident but is not intentional, comprehensive, or prioritized in the curriculum. School personnel do not consistently model Christlike character.	A comprehensive framework for teaching respect, compassion, and caring for self and all others is taught and demonstrated by school personnel.	Respect, compassion, and caring are clearly demonstrated by all school personnel as evidenced by the following: <ul style="list-style-type: none"> <li>• The school’s assessment of the caring culture within the school community</li> <li>• An evident spirit of respect, compassion, and caring that is initiated and embraced by the students</li> </ul>

### INDICATOR 7.3 (E/S)

Mentoring and discipleship experiences focus on spiritual formation, character development, and the instilling of Christian values. The school provides a structure whereby each student is known personally by at least one adult who can provide support for that student's spiritual formation.

#### 1. NON COMPLIANCE

The school does not have a program for mentoring and discipleship experiences, or it has yet to plan and implement such a program.

#### 2. PARTIAL COMPLIANCE

Mentoring and discipleship experiences lack a program for spiritual formation, character development, and the instilling of Christian values. The program and training for mentoring and discipleship is vague and at the discretion of individual teachers.

#### 3. COMPLIANCE

Students and teachers are trained in a mentoring and discipleship program focusing on spiritual formation, character development, and instilling Christian values. The school offers the following:

- Effective chapels and some small-group activities
- Planned curricular, cocurricular, and extracurricular programs for spiritual formation, character development, and the instilling of Christian values

The school provides a structure whereby each student is known personally by at least one adult who can provide support for that student's spiritual formation.

#### 4. EXCEEDS COMPLIANCE

The school offers a wide variety of mentoring and discipleship experiences that are planned and that result in evident spiritual formation and character development in the student body.

Students are leading and engaging in age-appropriate individual and small-group relational discipleship and mentoring. Evidence of student-initiated spiritual disciplines may include the following:

- Journaling
- A vibrant prayer life
- A focus on Bible reading
- A Bible memory program
- Prayer in the classroom
- Appropriate teacher and student spiritual transparency

### INDICATOR 7.3A (EE)

Teachers model mentoring and discipleship with each other to demonstrate Christlike attitudes and actions that directly and indirectly influence spiritual growth, character development, and Christian values in the children.

#### 1. NON COMPLIANCE

There is limited evidence of Christlike attitudes apparent in the staff.

#### 2. PARTIAL COMPLIANCE

Modeling of Christlike attitudes and actions is inconsistent throughout the program.

#### 3. COMPLIANCE

Teachers model mentoring and discipleship with each other to demonstrate Christlike attitudes and actions that directly and indirectly influence spiritual growth, character development, and Christian values in the children.

#### 4. EXCEEDS COMPLIANCE

A mentoring and discipleship program is available for families to influence spiritual growth.

### INDICATOR 7.4 (C)

Board, administration, faculty, staff, and student interactions reflect the attitude of Christ. Communication among them demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students.

#### 1. NON COMPLIANCE

There is little evidence of the attitude of Christ in board, administration, faculty, staff, and student interactions. The school has not addressed communication issues.

#### 2. PARTIAL COMPLIANCE

Board, administration, faculty, staff, and student interactions can reflect the attitude of Christ, but not in a consistent manner. The school is in the process of addressing communication issues among them.

#### 3. COMPLIANCE

Board, administration, faculty, staff, and student interactions reflect the attitude of Christ. Communication among them clearly demonstrates sensitivity and responsiveness to the individual needs, interests, and temperaments of the students.

#### 4. EXCEEDS COMPLIANCE

Board, administration, faculty, staff, and student interactions reflect the attitude of Christ and are intentional in their nature. Communication between all staff and students demonstrates a clear pattern of sensitivity and responsiveness to the individual needs, interests, and temperaments of the students. The entire organizational ethos has a Christlike attitude which is apparent in the lives of the board, faculty, staff, and students.

### INDICATOR 7.5 (C)

All aspects of the school and its instructional program reflect developmentally appropriate application of a biblical worldview and Christlike character and values.

#### 1. NON COMPLIANCE

Application of a biblical worldview or Christlike character and values does not appear frequently in the written curriculum. Biblical worldview and Christlike character and values may be infrequently taught in some grade levels.

#### 2. PARTIAL COMPLIANCE

Application of a biblical worldview and Christlike character appears in the written curriculum but may not be consistently developed, and it may be correlation rather than integration at times. These concepts are taught throughout the grades but may lack a developmental approach in some areas. Training for staff is minimal.

#### 3. COMPLIANCE

Application of a biblical worldview and Christlike character and values is evident in a natural and unforced manner, is included across the curriculum and all activities of the school, and builds upon previous learning. True integration is evident rather than just correlation. Training for how to develop a biblical worldview and how to integrate Christlike character and values is an ongoing component of the staff professional development program.

#### 4. EXCEEDS COMPLIANCE

Application of a biblical worldview includes a "Great Commission" perspective of the world throughout the curriculum. Biblical integration is thoroughly developed in all subjects and is clearly engaging for students. Evidence of a biblical worldview and Christlike character and values is seen in instructional and noninstructional activities throughout the school. Students have internalized a biblical worldview and can effectively challenge worldly perspectives.

### INDICATOR 7.6 (C)

Age-appropriate opportunities for service and missions, including compassionate outreach to the poor, needy, or vulnerable, are provided as a means of spiritual growth and formation.

#### 1. NON COMPLIANCE

Opportunities for service, missions, and personal growth are haphazardly included in the curriculum.

#### 2. PARTIAL COMPLIANCE

Opportunities for service, missions, and personal growth are included in the curriculum, but the same options are provided at all age levels with no regard to tailoring the opportunities for the age groups served.

#### 3. COMPLIANCE

There are multiple age-appropriate opportunities for service and missions, including compassionate outreach to the poor, needy, or vulnerable, and these are provided as a means of spiritual growth and formation. The school has a reputation and testimony of Christian service to others.

#### 4. EXCEEDS COMPLIANCE

Opportunities for service, missions, and personal growth are determined by the full staff. Careful thought is given to the matriculation of students, the cultural needs represented around the location of the school, and the maximization of the specialized gifts and callings of the staff who have a heart for local and/or global ministry.

### INDICATOR 7.7 (C)

Active participation in a local Christian church community is required of the faculty and emphasized within the school's philosophy and goals.

#### 1. NON COMPLIANCE

The importance of participating in a local church community is not evident in the school's philosophy and goals or core values.

#### 2. PARTIAL COMPLIANCE

There is little evidence of and/or little emphasis placed on the importance of participating in a local church community within the school's philosophy and goals.

#### 3. COMPLIANCE

Active participation in a local Christian church community is required of the faculty and emphasized with students and parents.

#### 4. EXCEEDS COMPLIANCE

Active participation in a local Christian church community is required of the faculty and emphasized with students and parents. The school makes intentional efforts to partner with local churches in ministry.

### INDICATOR 7.8 (E/S)

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.

#### 1. NON COMPLIANCE

There is no evidence of spiritual development assessment of students in the ongoing evaluation of the school's effectiveness.

#### 2. PARTIAL COMPLIANCE

Assessment of the spiritual development of students is informal and sporadic. Assessment of schoolwide outcomes is anecdotal and informal.

#### 3. COMPLIANCE

Assessment of the spiritual development of students is intentionally included in the ongoing evaluation of the school's effectiveness. Assessment of schoolwide outcomes is organized and intentional.

#### 4. EXCEEDS COMPLIANCE

Assessment of spiritual development and all the schoolwide expected student outcomes is part of the annual evaluation process. Results are reported to the school's stakeholders. Related goals and plans are in place to increase effectiveness in specific areas. The school also assesses the spiritual climate of the entire school.

## STANDARD 8: CONTINUOUS SCHOOL IMPROVEMENT PLAN

The school must, with appropriate stakeholder input, systematically develop and annually update a continuous school improvement plan (CSIP). The plan, based on the school’s philosophy, mission, vision, core values, and schoolwide expected student outcomes, includes specific goals, as well as action items. The process is driven by data collection and analysis. This plan must have significant focus on how it will promote organizational growth and high achievement of schoolwide expected student outcomes. The CSIP reflects a pervasive culture of ongoing improvement and accountability. The CSIP should reflect major goals determined as priorities through the self-study process.

**Symbols next to indicators apply as follows:**

**(C)**—Comprehensively applies to every level of a school being accredited (grades EE–12)

**(E/S)**—Applies only to K–12 schools

**(EE)**—Applies only to early education programs that are stand-alone or a part of a K–12 school being accredited

Circle the number that reflects your school’s level of compliance. *Please note, Exceeds Compliance builds on the Compliance level. All indicators in boldface are considered Critical Indicators.*

### INDICATOR 8.1 (C)

**The school improvement plan is developed by utilizing a variety of organizational, achievement, and survey data and input from all stakeholder groups.**

#### 1. NON COMPLIANCE

The CSIP has not been developed using a variety of data sources and/or with very little input from stakeholders.

#### 2. PARTIAL COMPLIANCE

The CSIP has been developed using a limited amount of data sources and/or with very little input from stakeholders. The analysis of the data has been superficial.

#### 3. COMPLIANCE

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.

#### 4. EXCEEDS COMPLIANCE

Policies and procedures that ensure data-driven planning are in place and followed. Surveys and other consistent data collection and analysis informs all aspects of the CSIP. Stakeholders demonstrate understanding of the CSIP and consider the plan to be clear and comprehensive.

### INDICATOR 8.2 (C)

**The CSIP reflects the fulfillment of the philosophy, mission, and vision of the school and the attainment of schoolwide academic and non-academic expected student outcomes and school effectiveness.**

#### 1. NON COMPLIANCE

The CSIP has no clear connection to the philosophy, mission, vision, or the schoolwide expected student outcomes.

#### 2. PARTIAL COMPLIANCE

The CSIP has limited connection to the philosophy, mission, and vision of the school and/or very little correlation to the achievement of schoolwide expected student outcomes.

#### 3. COMPLIANCE

The CSIP reflects the fulfillment of the philosophy, mission, and vision of the school and the academic and non-academic achievement of schoolwide expected student outcomes, including academics, character, service, relationships, or other categories of outcomes.

#### 4. EXCEEDS COMPLIANCE

The CSIP incorporates sound educational research and reviews best practices. Evidence of improved student achievement in all academic and non-academic areas results from the implementation of the continuous planning process which is well documented.

### INDICATOR 8.3 (C)

The planning process is organizationally comprehensive and establishes goals and priorities for development.

#### 1. NON COMPLIANCE

The planning process is limited to a very small portion of the school's programs and contains no specific goals.

#### 2. PARTIAL COMPLIANCE

The planning process includes most aspects of overall school improvement but has poorly developed goals.

#### 3. COMPLIANCE

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

#### 4. EXCEEDS COMPLIANCE

The planning process is organizationally thorough and comprehensive. Specific goals that are measurable and achievable have been developed.

### INDICATOR 8.4 (C)

Each action item in the improvement plan addresses the fiscal, personnel, resources, and time implications for implementation.

#### 1. NON COMPLIANCE

The CSIP action items do not address the fiscal, personnel, resources, and time implications for implementation.

#### 2. PARTIAL COMPLIANCE

The CSIP action items partially address the fiscal, personnel, resources, and time implications for implementation.

#### 3. COMPLIANCE

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

#### 4. EXCEEDS COMPLIANCE

The CSIP action items address the fiscal, personnel, resources, and time implications for implementation. Each item is given a priority basis for use of resources, and progress is documented and available for review by the staff and stakeholders.

### INDICATOR 8.5 (C)

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

#### 1. NON COMPLIANCE

The school does not evaluate or document the effectiveness or impact of its CSIP. The plans and/or the progress are not communicated to all stakeholders.

#### 2. PARTIAL COMPLIANCE

The school conducts limited evaluation of the effectiveness and impact of its CSIP, or it does not sufficiently communicate the plans and/or the progress to all stakeholders.

#### 3. COMPLIANCE

The school evaluates and documents the effectiveness and impact of its CSIP. The plans and the progress are communicated to all stakeholders.

#### 4. EXCEEDS COMPLIANCE

The school annually evaluates the effectiveness and impact of its CSIP. Information on the CSIP and progress on each item in it are readily available to all stakeholders. Findings are used to modify school policies and procedures.

# STANDARDS-INDICATOR: CHECKLIST

1

**Standard One:**

The school has developed written statements of philosophy, mission, vision, core values, and schoolwide expected student outcomes as well as a statement of faith. These statements are well defined, systematically reviewed, and broadly implemented throughout the school. They outline the school’s Christian distinctives and communicate a clear purpose and direction for school effectiveness and student growth and development.

INDICATOR	1. NON	2. PARTIAL	3. COMPLIANCE	4. EXCEEDS
<b>1.1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.3</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.4</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1.5</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL</b>				

# STANDARDS-INDICATOR: CHECKLIST

2

**Standard Two:**

The school has Christ-centered governance and executive leadership that promotes effectiveness

of the school and growth of the student through an established structure that contributes to an operationally and financially sound Christian educational institution. The executive leadership and governing body work in partnership to ensure the integrity, effectiveness, and reputation of the institution through the establishment of written policies and procedures. The head of school is responsible for the supervision of all operations of the school and implementation of board policies.

INDICATOR	1. NON	2. PARTIAL	3. COMPLIANCE	4. EXCEEDS
2.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10				
2.11*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL</b>				

# STANDARDS-INDICATOR: CHECKLIST

**3 Standard Three:**  
 The school exists and functions as an institution of reliability and authority by exhibiting a pattern of respect, trust, accountability, and dignity to its constituents, both internally and externally. Effective communication and relationships are fostered with constituents, as well as among constituents. A wide range of strategies are used to incorporate involvement by the parents and the community. It is expected that the school meets the educational and developmental needs of the students it enrolls. Services at the appropriate levels include guidance (both academic and personal) and student activities (curricular and cocurricular). Appropriate resources and planning occur to ensure that the mission, vision, and philosophy are being carried out to meet the expected student outcomes.

INDICATOR	1. NON	2. PARTIAL	3. COMPLIANCE	4. EXCEEDS
<b>3.1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.3</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.4</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.4A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.5</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.6</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.7*</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.8</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.9</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.10</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.11</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.12</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.13</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.14</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.15</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.16</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.17</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.18</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.19</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.20</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL</b>				

# STANDARDS-INDICATOR: CHECKLIST

## 4

### Standard Four:

The school hires personnel who have made a personal commitment to follow Jesus Christ and endorse the school's statement of faith. They are committed to the written philosophy, mission, vision, and core values of the school. Faculty and staff engage in ongoing professional development to improve instructional practices leading to continual growth in student learning and development of the instructional program. The executive leadership, instructional, and support staff are sufficient in number to provide for the effective delivery of quality education and are appropriately credentialed, degreed, trained, and qualified for their assigned duties.

INDICATOR	1. NON	2. PARTIAL	3. COMPLIANCE	4. EXCEEDS
4.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.9A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL</b>				

# STANDARDS-INDICATOR: CHECKLIST

# 5

## Standard Five:

The instructional program consists of carefully developed, thoroughly documented, and well-executed curriculum elements that include educational philosophy, schoolwide expected student outcomes, a variety of effective instructional strategies, adequate resources, and appropriate assessments that are based on current research and quality practices. The curriculum of the school is driven by well-written policies and procedures. Core instructional areas include Bible, language arts, (reading, English, literature, grammar, and writing), mathematics, science, and social studies/history. It is sufficiently funded, collaboratively reviewed on a regular basis, and compiled using the school's mission, vision, core values, and schoolwide expected student outcomes to ensure a biblical foundation for instruction. A method for assessing the effectiveness of schoolwide expected student outcomes is in place, and the results of the assessments are communicated regularly to all stakeholders.

Informational resources exist to carry out the mission of the school by supporting the instructional program with ample and appropriate print, media, and technology resources. Qualified staff provide effective services to students, staff, and parents.

INDICATOR	1. NON	2. PARTIAL	3. COMPLIANCE	4. EXCEEDS
5.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.11A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.11B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.13A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**TOTAL**

# STANDARDS-INDICATOR: CHECKLIST

**6 Standard Six:** Written policies and procedures are in place to ensure students' well-being—emotional, physical, spiritual, and academic. The school facilities (buildings and grounds) are appropriate in size, furnishings, and space to meet the stated philosophy, mission, and vision for the number and age of students served. The entire campus is a safe, healthy, and nurturing environment for teaching and learning. Safety procedures are documented and clearly understood, and they address the prevention and identification of abuse, bullying, and the presence of unwelcome guests. A relevant and thorough crisis management plan is in place, and the faculty and staff have been trained appropriately to handle various emergency situations. Regular drills and practices occur to assist in preparation for crisis events. Transportation guidelines for staff and students are developed, and written policies and procedures are in place.

INDICATOR	1. NON	2. PARTIAL	3. COMPLIANCE	4. EXCEEDS
<b>6.1*</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.3</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.3A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.4</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.5</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.5A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.5B</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.6</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.7*</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.8</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.9</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.9A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.10*</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.11</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.12</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.12A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.12B</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.12C</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.13</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.13A</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.14</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.15</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.16</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6.17</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**TOTAL**

# STANDARDS-INDICATOR: CHECKLIST

7

**Standard Seven:**

The school shall provide for spiritual nurture and discipleship of its students with the goal of developing

a biblical worldview. Spiritual nurturing of Christlike character is planned, intentional, and systematic in implementation. Mentoring and discipleship experiences are necessary components in a spiritual formation strategy. Students are given opportunities to serve others and develop a Christlike attitude toward the poor, needy, and vulnerable. A commitment to a community of faith is modeled by the faculty and emphasized to all students. Spiritual formation assessment is integral to effective and ongoing improvement of the school program.

INDICATOR	1. NON	2. PARTIAL	3. COMPLIANCE	4. EXCEEDS
7.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL</b>				

# STANDARDS-INDICATOR: CHECKLIST



## Standard Eight:

The school must, with appropriate stakeholder input, systematically develop and annually update a continuous school improvement plan (CSIP). The plan, based on the school’s philosophy, mission, vision, core values, and schoolwide expected student outcomes, includes specific goals, as well as action items. The process is driven by data collection and analysis. This plan must have significant focus on how it will promote organizational growth and high achievement of schoolwide expected student outcomes. The CSIP reflects a pervasive culture of ongoing improvement and accountability. The CSIP should reflect major goals determined as priorities through the self-study process.

INDICATOR	1. NON	2. PARTIAL	3. COMPLIANCE	4. EXCEEDS
<b>8.1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8.2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8.3</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8.4</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8.5</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL</b>				