

ACCREDITATION ENDORSEMENT

The Christ-Centered Educational Services Standard

A Christ-centered school which fully includes children and young people of all abilities creates a culture that equips each pupil to actively contribute in the life of the school community.

COMMUNITY

All stakeholders demonstrate an intentional and comprehensive commitment to all learners.

- 1.1** A mission for including and welcoming students is expressed clearly in writing and in person by and to all stakeholders, and reflects a Biblically-based view of the child.
- 1.2** Admissions and enrollment policies seek to enroll whole families, welcoming students with a high level of support needs as well as those with mild accommodations.
- 1.3** General education teachers show a sense of ownership toward students with identified disabilities, fostering a welcoming environment with age-appropriate peers and a desire to support every learner.
- 1.4** Educational services staffing is adequate and appropriate to the size and needs of the school's student body.
- 1.5** The school understands and honors each student as a member of the body of Christ, using descriptive common language and flexible services.
- 1.6** Educational services are provided for every student in a way that is financially equitable.

COLLABORATION

School staff functions in a collaborative manner to educate the whole student.

- 2.1** Staff use effective communication strategies within a defined process for collaboration and communication on behalf of individual students.
- 2.2** Personalized student goals are developed and shared collaboratively among teachers, administrators, parents, and the student themselves.
- 2.3** Personalized student support plans address the whole child, including his/her relationships with God and with peers.
- 2.4** A process is in place and followed that provides evidence of progress on personalized student plans.
- 2.5** All staff receive ongoing professional development with purposeful follow-up that equips them to teach students with varied abilities.
- 2.6** School staff and parents are aware of what is available and provided to the students both internally and by outside contractors, whether through public school districts or private partnerships.

CULTURE

The school community has developed a culture of belonging.

- 3.1** Students with and without disabilities develop socially and emotionally together with their age-appropriate peers.
- 3.2** The school's physical spaces and usage plans have been designed to take into account accessibility, convenience, and social inclusion of persons with disabilities.
- 3.3** Individuals within the school readily and wholeheartedly celebrate diversity of abilities in their communities.
- 3.4** The community engages in processes of recursive self-assessment to educate all students most effectively.