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Date Report Submitted (mm/dd/yyyy)	8/04/2021
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Current Recognition Status	Recognized
Last Year Status Was Awarded	2020
Date Report Submitted (mm/dd/yyyy)	8/06/2021
Accredited Schools 2 Years Ago	20
Accredited Schools 1 Year Ago	20
Accredited Schools Current School Year	19
Pre Accredited Schools 2 Years Ago	1
Pre Accredited Schools 1 Year Ago	1
Pre Accredited Schools Current School Year	1
Total in Accreditation Process 2 Years Ago	21
Total in Accreditation Process 1 Year Ago	21
Total in Accreditation Process Current School Year	20
Total Member Schools 2 Years Ago	35
Total Member Schools 1 Year Ago	33
Total Member Schools Current School Year	33
a. New Applications	0
b. School Site Visits (all purposes)	13

c. Schools Awarded Full Accreditation Status (first-time)	0
d. Schools Denied Accreditation	0
e. Schools Placed on Exception, Warning, or Probation	0
f. Accreditation Re-Evaluations	8
g. Total Number of Students Enrolled (all schools in the accreditation process)	5682
h. Total Number of Teachers	545
i. Conferences/Workshops/Training Seminars	23+
	Describe
j. Other Accreditation Activities/Services	many+
	Describe_1
k. Total Number of High School Graduates	326
l. Total Number of School Employees (paid administrators, teachers, instructional staff)	964
m. Median Tuition	\$6,446
n. Total Dollar Amount of Need-Based Financial Aid Distributed	\$4,104,379
o. Total Dollar Amount of Employee Financial Aid (tuition remission)	\$2,442,679
p. Percentage of Students Receiving Financial Aid	28%
q.. Mean Full-Time K-12 Teacher Salaries	\$31,934

ACSI did not hold in-person trainings in 2020-21 due to the realities of COVID and the transition of accreditation personnel. We did, however, offer 23 current, relative, on-demand webinars that assisted schools in all aspects of the accreditation process. We also conducted many one-on-one phone and/or ZOOM trainings as needed.

As an association, ACSI offered a plethora of networking and professional development opportunities, live, on-line, and on-demand, which were available to accredited schools. PD topics include: legal and legislative issues, COVID, early education, educational leadership, Bible, student assessment, and a wide range of subjects to assist faculty in the classroom. We also offer a Steps to School Improvement (SSI) program which breaks down indicators into more doable pieces for schools that may be interested in school improvement, but may not be ready for full accreditation.

1 Year Ago

1 Year Ago_1	
1 Year Ago_2	
1 Year Ago_3	
2 Years Ago	
2 Years Ago	
2 Years Ago_1	
2 Years Ago_2	
Current School Year	
Current School Year_1	
Current School Year_2	
Current School Year_3	
1. Purpose/objectives of the accrediting association	Remained the Same
1. Type of Changes	
1. Upload File	
2.. Location of Accreditation Association Headquarters	Remained the Same
2. Type of Changes	
3. Accreditation and Pre-Accreditation Status Levels	Remained the Same
3. Type of Changes	
4. Public Relations Flier and Key Publications	Remained the Same
4. Type of Changes	
4. Upload File	
5. Articles of Incorporation, ByLaws	Remained the Same
5. Type of Changes	
5. Upload File	
6. Legal Governing Body	Remained the Same
6. Type of Changes	
6. Upload File	
7. Accreditation Procedures	Changed Since Last Reporting

7. Type of Changes	Updated guidelines for blended teams
7. Upload File	guidelines for blended teams as.docx
8. Application Form/Procedures	Remained the Same
8. Type of Changes	
8. Upload File	
9. Nondiscriminatory Policies	Remained the Same
9. Type of Changes	
9. Upload File	
10. Strategic/Master Plan	Remained the Same
10. Type of Changes	
10. Upload File	
11. Accreditation Manual/Handbook	Remained the Same
11. Type of Changes	
11. Upload File	
12. Accreditation Fees and Charges	Remained the Same
12. Type of Changes	
12. Upload File	
13. Other Items Related to Standards or Substantive Change	Remained the Same
13. Type of Changes	
13. Upload File	
Upload File (A)	opsac_association_school_listing_form_acsi_aug2021.pdf
Upload File (B)	south_directory_2020-2021.pdf
Upload File (C-1)	
Upload File (C-2)	
Upload File (c-3)	
Upload File ((C-4)	
Upload File (D-1)	residential_program_accreditation - draft 5-30-19.pdf
Upload File (D-2)	inspire_protocol.pdf
Upload File (D-3)	

Upload File (D-4)

Name Dr. Dana Darby

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Mrs. Bobbie Kelly, Accreditation Director of the Central Division, bobbie_kelly@acsi.org

Accredited Schools in Oklahoma	Address	City	Zip	Phone	Grades	Email Address	Head of School
Altus Christian Academy	1220 N Grady St	Altus	73521-2535	580-477-2511	EE-8	jim.brown@altuschristian.org	Jim Brown
Christian Heritage Academy	4400 SE 27th St	Del City	73115-3261	405-672-1787	K-12	jbullard@cha.org	Josh Bullard
Cookson Hills Christian School Inc	60416 Highway 10	Kansas	74347-7042	918-948-6300 (451)	1-12	melissa.jackson@cooksonhills.org	Melissa S. Jackson
Corn Bible Academy	208 N Reimer St (PO BOX 38)	Corn	73024-0038	580-343-2262	7-12	tmcdonald@cornbible.org	Tim McDonald
Crossings Christian School	14400 N Portland Ave	Oklahoma City	73134-4007	405-842-8495	K-12	pmacdonald@crossingsschool.org	Paul MacDonald
Eagle Point Christian Academy	602 S Mounds St	Sapulpa	74066-5134	918-227-2441	K-12	rwhite@epca.net	Rhonda White
Emmanuel Christian School	2505 W Owen K Garriott Rd	Enid	73703-5224	580-237-0032	K-5	glazier@ecsenid.org	Dr. Stephen Glazier
Happy Hands Education Center	8801 S Garnett Rd	Broken Arrow	74012-6002	918-893-4800	EE-K	jan@happyhands.org	Jan Pride
Hillsdale Christian School	200 E Taylor Av (PO BOX 8)	Hillsdale	73743-0008	580-635-2211	K-8	d.r.haymaker@gmail.com	Leland Streck
King's Gate Christian School	12421 N Mustang Rd	Yukon	73099	405-283-0144	EE-9	WBradley@kingsgateschool.com	Wyndi Bradley
Little Arrows Child Development Center	1519 Radio Rd	Durant	74701	580-924-6789	EE	tina.jackson@littlearrowscdc.com	Tina Jackson
Mingo Valley Christian School	8304 S 107th E Av	Tulsa	74133-2577	918-294-0404	K-12	BoydChitwood@mingovalley.org	Dr. Boyd Chitwood
Oklahoma Bible Academy	5913 W Chestnut Ave	Enid	73703-3433	580-242-4104	7-12	awilkins@oklahomabible.com	Andy Wilkins
Oklahoma Christian School	4680 E 2nd St	Edmond	73034-7550	405-341-2265	K-12	aking@ocssaints.org	Dr. Al King
Rejoice Christian School	13407 E 106th St N	Owasso	74055-5910	918-516-0050	K-12	jpepin@rejoiceschool.com	Joel Pepin
Stillwater Christian School	112 E Richmond Rd	Stillwater	74075-1674	405-377-3748	K-8	swhite@stillwaterchristian.org	Stacie White
Wesleyan Christian School	1780 Silver Lake Rd	Bartlesville		918-333-8631	K-12	tlanders@wcsbartlesville.org	Todd Landers
Western Oklahoma Christian School	22381 E 1070 Rd	Clinton	73601-7409	580-323-9150	K-6	principal@wocs.org	Dora Miller
Wright Christian Academy	11391 E Admiral Pl	Tulsa	74116-3008	918-438-0922	K-12	jbrown@wrightchristianacademy.com	Jeffrey Brown

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ACCREDITATION MANUAL FOR RESIDENTIAL PROGRAMS

Standards and Indicators

Accreditation is what all good educational organizations seek in order to validate their quality and to verify that they are striving for excellence.



ACSI Accreditation Manual for Residential Programs

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FOREWORD

Parents who consider sending their children to a residential program or homestay deserve every possible assurance concerning the quality of the boarding home or homestay unit, and the care and nurture it will provide. Likewise, residential program governing bodies need to be able to assure their constituents that they are good stewards of the resources entrusted to them and that their residential program delivers a safe and quality level of care. Accreditation by a well-recognized agency provides a seal of quality assurance upon an educational organization and residential program that gives constituents confidence. The Association of Christian Schools International (ACSI) promotes the value and worthiness of accreditation and encourages each school and residential program to continuously pursue excellence. We believe that this pursuit matches the biblical directive of approving “things that are excellent” (Philippians 1:10, KJV). The “accredited” seal denotes a school and program that has met institutional standards of quality and that verifies a commitment to strategic improvement and ongoing accountability.

The process of accreditation for residential programs involves three significant elements:

1. Intensive, program-wide self-appraisal, analysis, and improvement planning
2. External consultation, review, validation, and insights from a visiting peer group
3. Ongoing accountability for improvement through annual reporting and renewal

The ACSI accreditation process for residential programs is thought provoking in its approach, stimulating in its methods, and efficient in its procedures. Its core goal is to provoke a reflective and interactive dialogue among the stakeholders of a school and residential program. The residential program will be positioned to refine its strategic plan for student wellbeing and organizational effectiveness, on the basis of its reflection on each of the standards in this manual and the insights of the visiting team.

Accreditation is what all good educational organizations seek in order to validate their quality and to verify that they are striving for excellence. Most ACSI schools bear the name of Christ, which is excellent (Psalm 8:1, KJV), and as such they should reflect His name in the way they provide high-quality education and / or residential program.

INTRODUCTION

This Accreditation for Residential Programs Manual has been developed for Christian schools with boarding or homestay programs around the world. The standards in this document are broad declarations of quality performance, procedures, and practices that should exist in residential programs.

The ACSI Accreditation for Residential Programs Manual includes an overview of the process and related appendices for residential programs beginning initial or renewal accreditation. It lists the four essential standards and the rationale and justification for the standard as well as presenting the indicators that relate to these standards.

The goal for a residential program is to reach compliance for every indicator. Several indicators or parts of indicators are identified as critical indicators. These are indicators that the residential program must meet or exceed the “compliance” level for an initial or renewal accreditation visit to take place. These are reviewed with the residential program at the time of granting candidacy and on the annual report submitted by programs continuing accreditation. Visiting teams do not come to a residential program until these compliance requirements are met. If a program finds a particular nonnegotiable indicator that is not possible for it to meet, the school may follow the process to request an exception from

ACSI.

The standards, standard justification statements, and indicators are meant to be viewed as an entire entity and not as discrete elements to be addressed in isolation. The residential program's self-study report, including the improvement plan, should reflect this holistic approach to its self-evaluation. The report must reflect clear alignment among the standards reports, its summary findings, and its plan for improvement. The residential program improvement plan should identify both caregiving goals as well as organizational improvements that will enhance the experience of boarding students. The various standards subcommittees should represent the residential program's stakeholders and provide a forum for lively and engaged conversation about the present status of the program and about its preferred future in both the short- and long-term.

The ACSI accreditation protocol seeks to verify that the residential program is true to its own statements of philosophy, mission, and goals and that it is meeting external standards of quality. Residential programs in the accreditation process will routinely find areas of needed improvement in some and possibly all standard areas. Authentic dialogue and transparent self-assessment are central to getting the most value out of the self-study process.

It is understood that residential programs are normally part of a school's structure and governance protocols. Many of the foundational statements and supporting documents that guide a school will also apply to the residential program under the school's authority (i.e. mission statement, statement of faith, core values, a systemwide audit, etc.). For the purposes of residential program accreditation, it is likewise expected that mature programs will have their own unique statements of philosophy, policies, procedures, and regulations that have been developed under the authority and in harmony with the school's governance structure.

DORMITORIES AND HOMESTAYS, AGENTS AND SCHOOL-RUN PROGRAMS

Some residential programs have a dormitory model and others utilize a homestay model. Some schools have a combination of both. This residential program protocol applies to all variations. There will be a few indicators that may have to be interpreted differently when evaluating a dormitory as opposed to a single home. For example, the ratio of adults to students will be very different in those two environments. Appendix B will help users with those details. For other indicators, a school may have to determine the intent of the indicator and apply it to their situation when going through the self-study process. Until specific rubrics are written for each of these types of boarding, schools and visiting teams will be well served to look at the overall goal of the indicator and then apply it to their setting.

Another variation for some programs will be whether the school or outside agencies manage the homestays. A school may be tempted to skip a question thinking that it does not apply to them if an agent typically handles that aspect of residential life. However, schools need to realize that they have the ultimate responsibility for the students that are in boarding related to their school. Even though they may have delegated the nuts and bolts to an agent or other outside group, they are ultimately responsible. The school still needs to know and be able to answer for the care of students in a residential program attached to their school. All indicators must be answered by the school. They may take the approach of monitoring and interviewing students while they are on campus or in other ways oversee the homestay situations. They are ultimately responsible for those students. Programs utilizing homestays should consult Appendix A for modifications. For any additional questions, contact your consultant or accreditation@acsi.org for more information.

ACCREDITATION PROCESS OVERVIEW

Overview of the Accreditation Process

Prior to making application for accreditation, the residential program should carefully review the accreditation standards and process. Meeting accreditation standards and completing the self-study require a strong commitment on the part of the governing body, administration, and staff.

Application

A completed application and applicable attachments should be returned to the ACSI regional office along with the application fee, a copy of the governing body minutes indicating approval for the residential program to pursue accreditation with ACSI, and a preliminary profile. The preliminary profile includes a brief paragraph narrative of no more than 300 words for each required element that presents a snapshot of each of the following topics:

1. School information
2. Number of students enrolled in each division of the school
3. Number of students enrolled in residential programs
4. Brief description of the school (for profit, non-profit, etc.)
5. Brief description of the residential program
6. Demographics for the total school and residential program
7. Significant trends in the past three years
8. Staff members and qualifications
9. Vision for the next three to five years

This accreditation protocol is intended only for school programs which are also currently accredited by ACSI. Unless given an exception, this residential program protocol is to be completed at the same time as a school accreditation self-study and visit.

Candidate Status Visit

Once the residential program accreditation application has been received in the regional office, the program will be contacted to establish a date for a candidate status visit. The purpose of this visit is to determine whether the program can meet the standards, complete the self-study, and host the visiting team within a three-year period. It is also an appropriate time to discuss specific questions related to the accreditation process and /or to further familiarize parent groups, governing body members, or faculty with the meaning and process of accreditation. A key question will be the timing of the school's accreditation.

The purpose of the candidacy visit is threefold:

1. To gain sufficient knowledge of the residential program and assess its suitability and readiness for entry into the ACSI accreditation program.
2. To assist the residential program leadership in organizing the self-study process and set a tentative timeline for the candidacy period through the team visit.
3. To orient, answer questions, and consult with the leadership, staff, and other stakeholders about the accreditation standards and their role in the various aspects of the process.

In order to determine the readiness for and timing of candidacy status visit, the consultant will wish to determine that there is evidence that the residential program will be able to meet the accreditation standards by the time of the visit.

The consultant will do the following with the leadership of the residential program:

1. Review the entire self-study process with the residential program administrator, staff, board members, and such others as appropriate.
2. Review the ACSI residential self-study instrument and all standard practices with the leadership of the program to ensure that everyone concerned is fully cognizant of what is expected.
3. Establish a proposed schedule of dates for the accomplishment of the several steps in the process, including dates for the evaluation by the visiting team (in conjunction with school accreditation).
4. Agree on the general size and composition of the visiting team members for the residential program.
5. Inform the residential program of any areas of operation and/or facilities that, in the opinion of the consultant, are seriously deficient and to suggest improvements that might be made before the visit of the team.

The candidacy visit, if well organized, should normally take no more than one or two full days on site. The consultant will want to look over the entire residential program facilities. He or she will need to meet at some length with the program administrator. The process will be streamlined if the residential program has a significant amount of the documentation collected/available in advance of the visit. If the program is renewing, all required recommendations or improvements must be made before the team visit since the program cannot be accredited until these are corrected.

Consultant

The consultant assigned to the residential program has been trained in the many components of the ACSI accreditation program. The consultant serves as a resource person throughout the entire self-study process. All expenses incurred by the consultant are paid by the residential program. ACSI team members are reimbursed for their expenses but are not paid a stipend for their service.

For international schools, the consultant is required to make an on-site visit six to nine months before the arrival of the visiting team to ensure the school's readiness for the visit.

Self-Study

The residential program is required to complete a self-study. Each of the standards is carefully reviewed, using the indicators to guide the preparation of an accurate, complete, well-written report. For each of the standards, groups are formed, comprised of staff, to review evidence, rate the indicators, and complete the narratives that include the group's conclusions in regard to the standard.

Completion of a quality self-study normally takes 12 to 18 months for a residential program that is going through its initial accreditation. The self-study is a high-value aspect of the accreditation process, and it must be approached with deliberation and high levels of involvement to attain the quality report that is needed.

Readiness Checklist

Before a visit can be finalized, the consultant will determine the extent to which the following are in place EIGHT WEEKS PRIOR TO THE VISIT (comprising a Readiness Checklist for the Residential Program Protocol Visit). These are essentially nonnegotiables from the list of indicators to follow. However, in most cases, the readiness component identifies the most basic level of compliance and not the full compliance expected of a more mature program.

1. The residential program philosophy statements (philosophy of boarding/homestay, philosophy of discipline) support the broader Christian mission of the school [and] are established. (from B-1)
2. The governing body is committed to the accreditation of the residential program and improvement of the program. (from B-8)
3. All residential personnel have been selected with the help of an appropriate screening process (from B-17)
4. All personnel involved in residential caregiving have a background check on file and are supervised by qualified staff. (from B-18)
5. A comprehensive written security and crisis management plan specifically for the residential program and its facilities has been developed (from B-27)
6. Each residential facility/home has safety features that meet legal standards (from B-28)
7. Required local, state, provincial, and national legal standards for sanitation and food services are met. (from B-29)

The Team Visit

Upon completion of the self-study, a visit will be conducted as a peer review to validate the findings of the residential program staff and others that have contributed. The number of participants specifically for the residential program will depend on the size of the program. In most cases, the team will participate in a simultaneous visit with the school's accreditation. The self-study materials, including the evidence, are due to the team about six weeks prior to the scheduled visit.

The primary purpose of the team's visit is to verify the integrity of the self-study and observe that the standards are being met. In other words, does the self-study accurately reflect the overall ministry of program? The team's final report will address every section of the self-study. The team members will prepare a list of commendations and recommendations for each section of the self-study.

The visiting team will conduct a scheduled visit that includes observations of the facilities and programs, and interviews with students, parents, caregiving staff, administration, board members, and support staff. The purpose of these visits is to get a sense of the residential program and how it functions. The various groups that compiled the sections of the self-study will have meetings with visiting team members assigned to each of the standards. Observations in the residential homes/units will take place to view the program in action, staff-student relationships, food preparation, and facility compliance. The tone of the interviews and residential home visit is collegial and not inspective. Some interviews will be scheduled, and others will be random.

The visiting team will write a report that follows an established template. There is a narrative section for each standard that summarizes the "what is" assessment of the school by the visiting team. The team will identify commendable practices as well as recommendations for improvements. In the concluding section of the report, the visiting team will identify significant areas that are commendable and also major recommendations that the school must address.

In view of the public responsibility assumed by ACSI in undertaking the accreditation of residential programs, an important trust has been placed in the visiting team to conduct and report its investigations thoroughly. Thus, ACSI will ensure that every team member does the following:

1. Becomes familiar with the self-study report, especially those parts for which he or she has been assigned specific responsibility.
2. Contributes to a report that will be sufficiently detailed and comprehensive to be both a reliable basis for the decision of the accreditation commission and useful for the future development of the residential program.
3. Holds all information of the school and program in confidence.

Though the program's standards must warrant ACSI approval if accreditation is to be granted, team members will be aware that the school is being evaluated first and foremost in terms of its own philosophy and objectives. It must also be clearly understood that when residential programs are being observed, teams should look for compliance with health and safety standards and age-appropriate strategies.

The team members, when in private with one another and when in contact with representatives of the school or residential program, will have an open-minded and constructive attitude and will endeavor to be of service, with an emphasis on assisting the residential program rather than sitting in judgment on it.

The visiting team will conclude its visit with a staff meeting at which it reviews major commendations and recommendations. This may be with the leadership of the program or a larger group of the staff. While the team's general recommendation regarding accreditation may be shared with the residential program, no information about the school and the visit should be released or communicated to any outside parties by the visiting team.

Accreditation Commission

At the conclusion of the team visit, the chairperson of the visiting team will prepare a separate report of the visit. The report will be forwarded to the appropriate ACSI USA or ACSI global office and be reviewed at the appropriate meeting of the ACSI regional or national accreditation commission. Action will be taken regarding the program's status and term of accreditation. A final report will be sent to the school/program after the decision on accreditation has been made.

Maintaining Accreditation, A Commitment to a Systematic Plan for Improvement

Improvement plans: The continuous improvement plan (CIP) that the residential program has developed for its self-study before the team visit should list prioritized improvements that program leaders feel are necessary for the program to grow and improve. After the team visit, the major recommendations from the team must be incorporated into the program's CIP.

When a school submits its annual report to the ACSI office, it should include an update on how it has addressed each of the major recommendations from the visiting team report that pertain to the residential program, the same as for the academic program.

Residential program accreditation is awarded for a five year term (but may vary with regional accrediting partner terms) and is tied to school accreditation term cycles (exceptions can be made or requested).

ACSI residential program indicators place emphasis upon...

- 1) Foundations and Administration. The strength and thoughtfulness of the foundational underpinnings for residential program and support from administrative leadership.
- 2) Student Care. The physical, emotional, and spiritual safety, care, and well-being of residential program students
- 3) Residence Program Personnel. The quality of and the professional development of the residential care-givers (residential staff)
- 4) Facilities and Services. The safety and quality of facilities (residences and grounds) and ongoing services offered (food, transportation, medical care, etc.)

STANDARD 1 - FOUNDATIONS AND ADMINISTRATION

The residential program has developed written statements of philosophy, beliefs, and clearly stated expected student outcomes. These statements are distinct from similar statements from the school, well-defined for boarding, and are systematically reviewed. Both the philosophy and the objectives reflect a Christian perspective on the care and nurture of residential students, an understanding of the special needs of boarders at various age levels, a recognition of the relationship of the residential program to the parents of the residential students and the school, and an appreciation of cultural differences.

1. **The residential program philosophy statements (philosophy of boarding, philosophy of discipline) support the broader Christian mission of the school, are established** and are reviewed regularly and systematically in a collaborative manner and are consistently applied as an integrative, coordinating, and examining device throughout all aspects of the program and its operations.
2. Expected student outcomes for the residential program are established, they include character development, acquisition of Christian values, and spiritual formation and they are reviewed on a regular basis.
3. The governing body of the school develops general policies for the residential program and assures that a supervisory and administrative structure is in place to foster a strong and stable residential program. A regular review of the residential program is conducted.
4. Written policies, procedures and operational guidelines for the residential program promote effective operations in residential admissions, governance, finance, and other operational aspects. Expectations are clear between the school and the residential program.
5. The procedures and guidelines of the residential program are clearly presented and made available to parents who are considering boarding for their children and made available to staff members, enrolled students, and their parents through a handbook. Promotional information accurately reflects services received by students.
6. The residential program has sound organizational procedures such as maintenance of proper records for staff, students, and operational/safety aspects of the facilities.
7. The financial resources, including budgeting and fiscal management, are capable of sustaining a sound residential program consistent with stated philosophy and objectives. Budgeting for the residential program is constructed carefully using input from residential program staff.
8. **The governing body is committed to the accreditation and improvement of the residential program.** The overall School Continuous Improvement Plan intentionally includes items identified for improvement from the residential program.

Brief Narrative: In one or two pages, explain how the standard is met or what the barriers, if any, are to compliance. If the program is not found to be in compliance, what needs to occur for it to become

compliant? Use documentation and other sources to validate your explanation.

Strengths: State one to three strengths that exemplify compliance in this area.

Areas for Continuous Improvement: State one to three goals that reflect continuous improvement in this area.

Data/Documentation: Provide the required documentation and any other supporting evidence that will help to verify compliance with the standard.

REQUIRED DOCUMENTATION* & SUPPORTING EVIDENCE

- Statement of faith*
- Philosophy, vision, mission statement, beliefs, and core values of the governing body*
- Philosophy of the residential program*
- Statement of residential program student expected outcomes*
- Samples of communications with parents*
- Residential program handbooks (students, parents and staff), policy and procedure manuals, including policies such as Internet use, discipline, etc.*
- Annual and long-range goals related to the residential program
- Surveys of parents, students, staff with results showing satisfaction with the program, alignment with goals, (and survey, evaluation, or feedback forms used by students or parents)*
- Governing body policy manual and bylaws as relates to the residential program oversight*
- Organizational chart as relates to residential personnel and oversight*
- Admissions policies and procedures for the residential program*
- Evidence/examples of operational policies, proper record keeping
- Financial reviews/rates, budget development plan, budget documents for the residential program*
- Brochures and other publications, website information related to the residential program

STANDARD 2 - STUDENT CARE

The residential program is a safe, healthy, and nurturing environment. Well-written policies and procedures are in place to ensure the safety, health, and well-being (emotional, physical, spiritual) of all boarders. Safety procedures are documented and clearly understood, and they address the prevention and identification of abuse, bullying, and the presence of unwelcome guests. In addition, the residential program has identified a system of care that is known and implemented as needed. The protocol includes other information such as internet safety and nutritional needs of students. A relevant and thorough crisis management plan is in place, and residential staff have been trained appropriately to handle various emergency situations.

9. Clearly defined channels of communication with the parents of residential students, teachers, and school administrators are established, and are regularly and carefully followed.
10. Written policies and procedures for health services within the residential program have been developed, reviewed, and implemented. (These include guidelines for the safe storage and dispensing of medications in the residential home, as well as detailed record keeping of all health services rendered to residential students.)
11. The residential program has access to 24-hour medical care either through the provision of a full-time staff person qualified in preventive and emergency health care (school nurse) or by local medical clinics and/or hospitals.

12. The residential program 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. (See *Appendix G*)
13. The residential staff receive training on how to identify, engage with, report and refer residential students who may be going through a variety of personal and social behaviors that may be harmful to self or others. A qualified personal counselor is available (on staff or in the outside community) to help support residential home personnel and students.
14. The residential program has an identified system of care that effectively coordinates roles and responsibilities of all those involved in the care of struggling students. These persons may include residential staff, counselors, health professionals, academic guidance personnel, administrators, and the parent of the boarding student. Plans include care from early identification through emergency return to the home country, if warranted.
15. The residential program has established a clearly defined advocacy system staffed by an individual or individuals who are independent of the school and residential program structure. (See *Appendix D*)
16. Mentoring and discipleship experiences focus on spiritual formation, character development, and the instilling of Christian values.

Brief Narrative: In one or two pages, explain how the standard is met or what the barriers, of any, are to compliance. If the program is not found to be in compliance, what needs to occur for it to become compliant? Use documentation and other sources to validate your explanation.

Strengths: State one to three strengths that exemplify compliance in this area.

Areas for Continuous Improvement: State one to three goals that reflect continuous improvement in this area.

Data/Documentation: Provide the required documentation and any other supporting evidence that will help to verify compliance with the standard.

REQUIRED DOCUMENTATION* & SUPPORTING EVIDENCE

- Evidence of established channels of communication between teachers, residential staff, parents, etc. (regular correspondence and regarding sickness, injury, other issue)*
- Health policies, procedures, and guidelines (including medicine distribution and storage)*
- Student and staff health files, emergency forms, immunizations, allergies*
- Policy/procedure for wellness and illness management plan, local health facilities
- CPR and first aid certification
- Reporting procedures and policies for child abuse/neglect/bullying prevention*
- Confidentiality policy*
- System of care procedures including assessment*
- Advocacy system procedures and evidence of communication to students*
- Guidelines and policies related to spiritual assessment, referrals
- Student health insurance
- Training for or examples of mentoring and discipleship experiences in the residential program

STANDARD 3 – RESIDENCE PROGRAM PERSONNEL

The residential program hires personnel who are committed to the written philosophy, mission, vision, and core values of both the school and residential program. Residential personnel (boarding home parents, resident assistants, homestay parents, administrator and support staff) are qualified for their assigned responsibilities. They engage in ongoing professional development and have annual evaluations to encourage accountability and excellence in their caregiving profession. Residential programs must provide adequate adult supervision at all times.

17. **All residential personnel have been selected with the help of an appropriate screening process** that may include, but is not limited to, personal interviews (face-to-face or videoconferencing), personal references, personality and/or psychological testing, pastoral recommendation, personal Christian testimony, childcare management skills, and an evaluation of spiritual and moral characteristics. (See [homestay modifications in Appendix A.](#))
18. **All personnel involved in caregiving have a background check on file and are supervised by qualified staff.**
19. Newly appointed residential home personnel undergo orientation for the task of nurturing and mentoring children and youth in the residential context to which they are assigned (see *Appendix C: Orientation*).
20. The administrative leadership of the residential program supports the implementation of effective residential care through staff observation, evaluation, professional development, and goal setting.
21. Professional development for residential personnel is ongoing and integral to the program and is aligned with specific goals and purposes of the boarding philosophy.
22. Residential home personnel have regularly scheduled release times to maintain an adequate level of emotional, physical, and spiritual vitality while caring for boarding students.
23. Each residential home/unit is led by one or more qualified, live-in, caregiver(s) whose primary caregiving assignment in residential is no less than 75% of their entire job responsibility. Where this minimum is not met the school may provide an alternative staffing plan that demonstrates how quality student supervision is maintained at all times. (See *Appendix B: Adult-to-Child Ratio.*)
24. Each residential home/unit meets the minimum adult-to-child ratio requirement (1:10 for high school dorms) to fulfill both supervisory and mentoring goals. (See *Appendix B: Adult-to-Child Ratio.*) Residential situations where this minimum is not met may provide an alternative staffing plan that demonstrates that students are well cared for.

Brief Narrative: In one or two pages, explain how the standard is met or what the barriers, of any, are to compliance. If the program is not found to be in compliance, what needs to occur for it to become compliant? Use documentation and other sources to validate your explanation.

Strengths: State one to three strengths that exemplify compliance in this area.

Areas for Continuous Improvement: State one to three goals that reflect continuous improvement in this area.

Data/Documentation: Provide the required documentation and any other supporting evidence that will help to verify compliance with the standard.

REQUIRED DOCUMENTATION* & SUPPORTING EVIDENCE

- Policies and procedures outlining the selection of residential personnel*

- Job applications, job descriptions and related conduct statements/code of ethics for all residential related staff*
- Chart outlining years of service and qualifications of all residential staff*
- Proof of screening and background checks for residential personnel*
- Information about orientation and professional development of residential staff*
- Agendas/minutes of residential staff meetings or trainings
- Evaluation processes, plans, and goal setting forms for new and continuing residential staff*
- Calculation of the ratio of adults to boarders in each residential program and their specific assignments, percentage of their time dedicated to the residential program, including volunteers*
- Weekly/monthly schedule for residential staff that shows times on and release times and jobs other than residential related*
- List of unique aspects/practices of the residential program that contribute to adequate supervisory care, i.e. campus perimeter walls, security guards, electronic surveillance, controlled access points, proximity of other residential homes and staff, drivers, etc.

STANDARD 4 - FACILITIES AND SERVICES

The residential home facilities and equipment are functionally consistent with, and enable the fulfillment of, the philosophy and objectives of the residential program. These facilities enable the residential staff to implement an effective program of nurture for all residential students in a welcoming and pleasing atmosphere. The residential home facilities, its safety features, and transportation services provide for the health and safety of every boarding student and their belongings.

25. The residential facilities are suitable for the size of the program; they are well maintained, enhancing quality care of the residential students.
26. Each residential home provides students with suitable levels of personal privacy, modesty, and the ability to safely store personal items, e.g., single-gender bedrooms and bathroom areas with restricted entrances, privacy stalls in the bathroom and shower facilities, and secure storage for valuables.
27. **A comprehensive written security and crisis management plan specifically for the residential program and its facilities has been developed**, regularly reviewed, and implemented, and it is supported by appropriate training for staff and students. Emergency procedures for the residential facilities (e.g., fire drills, intruder procedures, evacuation procedures) are regularly reviewed with residential students and practiced.
28. **Each residential home has safety features that meet legal standards** and are appropriate for its context (building, grounds, and vehicles), e.g., emergency exits, lockable entries, surveillance cameras, and secure campus entries as well as safety equipment that includes fire protection, alarms, seatbelts, well-maintained vehicles, insurance, etc.; and staff are trained in their use.
29. **Required local, state, provincial, and national legal standards for sanitation and food services are met.** Where such standards do not exist (non-western countries), the residential program has adopted a recognized external standard.

Brief Narrative: In one or two pages, explain how the standard is met or what the barriers, of any, are to compliance. If the program is not found to be in compliance, what needs to occur for it to become compliant? Use documentation and other sources to validate your explanation.

Strengths: State one to three strengths that exemplify compliance in this area.

Areas for Continuous Improvement: State one to three goals that reflect continuous improvement in this area.

Data/Documentation: Provide the required documentation and any other supporting evidence that will help to verify compliance with the standard.

REQUIRED DOCUMENTATION & SUPPORTING EVIDENCE

- Facility plans, appropriate budget allocation for maintenance, and plans for continued update of the residential facilities*
- Written processes/schedule describing how facilities are regularly inspected and maintained.
- Description of how work requests are addressed. *
- Sanitation standards for public and private areas (i.e. Kitchen, bathrooms, etc.)
- Crisis management and emergency plan including crisis plans notification procedures*
- Schedules and documentation of required drills (e.g. fire or earthquake, etc.) *
- Building evacuation plan displayed in residential home hallways, bedroom areas, dining halls, etc.
- Campus/building security plan in place and practiced regularly.
- Documentation showing compliance with local, state, provincial, national regulations*
- Food services guidelines and inspection report, if applicable. *
- Vehicle maintenance schedules and records, replacement cycles, safety checks, driver's licenses*
- Evidence of insurance for facilities and vehicles

APPENDIX A – MODIFICATIONS OF THE RESIDENTIAL PROGRAM PROTOCOL FOR HOMESTAYS

FOUNDATIONS AND ADMINISTRATION

1-6, 8 No changes

#7 – Budgeting for homestay programs will be slightly different since there is not a facility to budget for. Costs may include supervisory staff, program, and activities. The homestay program will need to ensure that homestay parents are paid in a timely fashion.

STUDENT CARE

9, 12-16 No changes

10-11 – Policies regarding health services and medical care will vary depending on medical insurance purchased by students. The school will need to provide these services through the host families or directly to students. Policies must include record keeping and procedures for notifying biological parents.

RESIDENTIAL PROGRAM PERSONNEL

17 – Pastoral reference, personal testimony, and willingness to engage students spiritually are required in dormitory style living. However, it is understood that some schools utilize secular agencies to help arrange homestay situations and this is not always part of the selection criteria. We strongly encourage schools to use Christian families and retain final approval of all homestay families because spiritual formation is very likely to occur in the family setting.

19, 22 – No changes

20-21 – The principle here may be applied to supervision of quality homestays and ongoing training of homestay parents. Since these are not employees, this will look a little different in a homestay situation.

23 – With homestays, a school would need to ascertain the need for a homestay supervisor. The amount of time dedicated to this position would depend on the number of homestays.

24 – In most homestay situations, one or two students are placed in a home. If more than two students are placed in a home, the supervisor would need to assess the adult-to-child ratio needed to supervise the additional students. The goal is for students to be well cared for in general supervision and mentoring relationships.

FACILITIES AND SERVICES

25, 26 – in homestays, this is typically 1-2 students in a home. If more than 2 students are placed in a home (non-family) then adequate space/privacy should be available along with appropriate supervision. In homestays, there is typically one student per bedroom. If plenty of space is available, and separate beds are provided, some situations may allow two students per room, with parental permission. There should still be times/places for privacy.

27-28 – in homestays, security and emergencies plans are usually very simple. However, emergency exits must be clear, students and family members must know the emergency procedures, have adequate fire protection, and appropriate security, as would be expected in a home. Vehicles must be safe, well-maintained, insured, etc.

29 – Food must be prepared according to generally accepted standards expected in a home.

APPENDIX B - THE ADULT TO CHILD RATIO STANDARD

The ratios established for adults to children within each residential home are designed to enhance personal attention for each boarder and to provide a reasonable level of responsibility for each residential home parent. All adults who have the nurture and care of boarders as a significant part of their formal responsibilities count toward the adult ratio. This will not apply to cooks, maintenance staff, laundry personnel, etc. Any part-time adult assignments will apply to the calculation of the ratio in proportion to the amount of the assignment to the residential home. For example, adults with 50 percent of their assignment involving caring for boarders would count as .5 in any calculation of the ratio of adults to boarders.

To meet the required level of supervisory care the number of adults to residential students shall not drop below 1 adult to 8 children (1:8) at the elementary level and 1 adult to 10 students (1:10) at the secondary school level (grades 7–12). The residential home parents' children should be included in the ratio. Preschoolers and children with special needs requiring significantly more of the house parent's time each count as two children when calculating the ratio. The rationale for this is that these children require more time.

Explanation--The ratio requirement begins with a baseline minimum: that each residential home/unit is led by one or more qualified live-in caregivers whose primary caregiving assignment in the residential program is no less than 75% of their entire job responsibility. The baseline requirement states there must be 1 fulltime caregiver for every 10 students at the secondary level or every 8 students at the elementary level. Using the secondary ratio for example, one adult caregiver with a minimum of 75% assignment could lead a residential home/unit of 10 high school students. Two adults (a married couple with no children of their own in the home) with minimum 75% assignment each could lead a residential home/unit of 20 high school students. For residential homes/units with more than 20 students and a full-time caregiving couple, the caregiving ratio can be met with other personnel whose caregiving assignment is less than 75%. For instance, a couple with no children, with one Resident Assistant at 60% caregiving assignment could lead a residential home of 26 high school boarders.

These numbers represent a minimum standard compliance. Where the requirement is met minimally the residential program will need to show how the residential staff are supported in meeting the supervisory caregiving goal through the provision of additional caregiving personnel or services such as food personnel, laundry personnel, cleaners, maintenance personnel, drivers, etc. Where the primary caregivers are also

required to provide things like food preparation, student laundry, or maintain the facility, the baseline minimums must be adhered to more strictly.

This accreditation protocol will also take into consideration the addition of electronic monitoring mechanisms (video cameras, taping systems, interior and exterior door alarms, motion detection devices, etc.) to establish a component of supervisory coverage as is appropriate. These techniques should not be seen as a substitute for personal caregiving but only as an aid to providing additional protection and watchful care.

When submitting the Adult-to-Child Ratio documentation the residential program may also list unique factors that contribute toward supervisory care in their program. This could include factors such as nearness of other residential homes/units and staff, campus perimeter characteristics (secure walls around the campus, presence of 24/7 security guards), entry point controls (i.e. use of ID cards), electronic surveillance systems (list both interior and exterior if applicable), campus nurse or clinic, lists of personnel that handle various aspects like food services, laundry, cleaning, and maintenance.

Alternate Staffing Plan

In smaller residential situations, adults may have dual responsibilities. It is possible to work out a system of care whereby part-time staff may work with smaller numbers of residential students in order to provide a similar ratio as was described above. In some cases, one spouse in a couple may be a teacher and the other may be a full-time caregiver in a residential situation. Part of the equation is that the residential students are cared for by a reliable and nurturing adult with a schedule that allows the regular caregivers to get a break on a consistent basis. Any alternate system of staffing must take into account coverage of the residential facility by a caregiver of the same sex as the students the majority of the time.

APPENDIX C - ORIENTATION

To assure quality of care it is crucial that new residential home caregivers residential program administrator, residential home parents, homestay parents, resident assistants, etc.) have appropriate orientation for the task of child supervision and student care. A minimum of training must occur before the residential staff member has contact with students. Items to be covered should include:

General issues:

- Roles and Responsibilities for dorm/homestay staff
- Discipline Philosophy and Practice
- Child Safety Protection Training
- The relationship between dorm/homestay staff and the students
- The relationship between dorm/homestay staff and the residential students' biological parents
- Development of a dorm/homestay culture, specifically the spiritual climate
- Dorm/homestay facility orientation, safety features, and emergency procedures (inc. key contacts)

International issues:

- Third Culture Kid Profile
- Cross-Cultural Adaptation
- Transition Model

APPENDIX D - THE ADVOCACY SYSTEM

Residential programs/homestays are expected to appoint an independent advocate who is not under the authority of the residential home or the school administration.

Schools are to have policies and training for all school and residential personnel regarding the prevention and reporting of harassment and abuse. The intent of the ACSI residential program accreditation standard regarding advocacy is to provide a safety valve for the rare occasion when a staff member does not follow school or organizational policy regarding the reporting of harassment or abuse.

The residential students are to be well-informed of who the program advocate(s) is and how to contact that person(s). In addition, the students shall be informed of the advocate's purpose and the scope and limits of their role.

The advocate is instructed to contact the Head of School or his/her designee whenever a residential student informs the advocate that, to the student's knowledge, the student's report/accusation of abuse or harassment to a school staff member or the residential personnel has not been addressed. The advocate need not be informed by the student of any specifics, merely that a report was made to responsible school personnel, and nothing has resulted (as far as the student knows). The advocate would then have the rightful expectation of hearing a response from the Head of School or his/her designee within 24 hours that the accusation had been received and is being investigated according to school policy. Once policy is fulfilled the advocate is not expected to have a further role in the investigative process, although this is an option to be considered on a case-by-case basis. If it appears in the opinion of the advocate that policy was not observed the advocate shall appeal to higher authority (Board, owner mission, etc.).

The advocate's role is not investigatory; their role as advocate ends when they are convinced that the school and residential program is following its policy of investigation and child protection and has reported that assurance to the student. The standard does not require specific terminology. The designee may be called a contact person, guardian, facilitator, advocate or something similar.

APPENDIX E – CONDUCTING THE SELF-STUDY

Writing the self-study is the critical ingredient in maximizing the value of the accreditation process. Therefore, it requires the best efforts of the staff to prepare an accurate, complete, and well-written document. Writing the self-study is conducted by subcommittees that review, analyze, and evaluate every area of the residential program. This document provides a framework and a general rubric to guide the subcommittees through the process.

There are three basic commitments to a successful self-study:

1. A willingness to invest the necessary time, effort, and cost
2. The complete support of the entire school and residential community— administration, board, faculty, staff, and parents
3. A commitment to make any changes that the self-study brings to light for the betterment of the residential program and student wellbeing.

The Steering Committee Duties

The steering committee generally serves as the editorial committee for the self-study, but the committee's time will be spent best in thinking carefully about the responses submitted for each standard.

The steering committee evaluates the report for accuracy, completeness, and thoroughness. Once approved by the steering committee, the report is read to the full residential staff for their comments and input. Their suggestions are reviewed and incorporated. The report is then resubmitted to the steering committee.

The steering committee then accumulates the data that should be supplied with the report in an electronic fashion. Each artifact and document must be clearly labeled according to what section of the self-study it addresses. Copies of the self-study must be made available electronically (cloud-based is preferred) for all members of the visiting team at least six weeks before the visit. The steering committee is responsible for having the appropriate documentation available for the visiting team before and during the time they are on-site.

Subcommittee Duties

The function of the subcommittees is to accomplish the following:

1. Determine for each area what evidence is necessary to provide a concise, yet complete and accurate, response. For questions seeking analysis of quality or effectiveness, the subcommittee should investigate “what is” through observation, interviews, portfolios, or other evidence.
2. Investigate what is actually being implemented by the residential program administration, demonstrated by the caregivers (residential parents, support staff, etc.), and experienced by the students and parents. After all relevant information has been collected, the subcommittee synthesizes the evidence and records “what is” by giving a summary response.
3. On the basis of its determination of “what is,” the subcommittee compares its findings with the program’s philosophy and residential program expected student outcomes. The subcommittee determines “what should be” by discussing each area that requires appraisal. The subcommittee should seek to reach consensus.
4. Using the generic rubric guide provided, the committee asks whether there is sufficient evidence to substantiate classification in one of the rubric categories and determine what additional evidence might help the subcommittee make this determination besides those listed as required in the standards section.
5. The concluding portion of each self-study section asks the subcommittee to identify areas of strengths and areas for needed improvement. First, the subcommittee should indicate whether it believes the accreditation standard for the section is being met by the residential program and can continue to be met during the accreditation period. Second, the subcommittee identifies the areas of greatest strength and the most needed improvements. This list must be supportable from the responses provided in the subcommittee’s report. The process should be managed by the subcommittee chairpersons in such a way that there is a variety of input, discussion, and suggestions before the report is finalized and submitted.
6. The subcommittee’s report is submitted to the steering committee for its review.

Each subcommittee will benefit by having a packet of materials. The following is recommended:

1. Words of thanks and encouragement from the steering committee.
2. Timeline for the process
 - a. Prior to first meeting—read accreditation materials in their packet
 - b. Deadline for collecting required documentation
 - c. Deadline to identify and collect additional input/evidence as necessary to accurately determine compliance with each indicator
 - d. Meeting dates to review progress work assignments
 - e. Date to submit first draft of the subcommittee report to the steering committee
 - f. Date to complete second draft of subcommittee report, submit for staff reading and feedback
3. Pages from the Accreditation Manual for Residential Programs
 - a. Introduction

- b. Pages of their specific standard
- c. Nonnegotiable Indicators
- d. Residential Program Expected Student Outcomes
- e. Overview of Residential Program Responsibilities
- f. The Self-Study Outline
- g. General Rubric Guide

4. Generic Rubric Guide

In determining levels of compliance, the steering and subcommittees may be helped through the use of this generic rubric guide. Naturally, not every indicator will fit neatly into these categories.

Indicator Number	1 Noncompliance	2 Partial Compliance	3 Compliance	4 Exceeds Compliance
	The trait either doesn't exist or is rarely ever observed. If it does exist, there may be some significant programs in this area. Definitely needs improvement to meet the standard.	The trait is sometimes observed but not consistently, or by only some staff. There are no glaring deficiencies, but this area needs some improvement to be the desired level. Policies may be in practice but not in the writing. Training is inconsistent or rarely evident.	The trait is observed consistently. Policies are generally found in writing and are reviewed regularly. Practices comply with the indicator in quality. Training for ongoing development is evident. A systematic review process has been developed.	The trait is VERY consistent across levels and staff go above and beyond requirement...a real strength of the school. Results are documented, evaluated, and used for school improvement. Related policies are regularly reviewed, carefully implemented, and updated as needed. Training for development is ongoing.

Subcommittee Assignments

The steering committee has great latitude in subcommittee formation. They should seek to bring fresh eyes to the self-assessment process and encourage all committee members to be constructive in their analysis and committed to ongoing improvement for the sake of improved student attainment of the residential program expected student outcomes. The following suggestions are possible stakeholders for subcommittee appointment.

1. Foundations and Administration
 - a. Governing body member
 - b. Executive/administrative leadership
 - c. Residential staff members/administrator
 - d. Parent
 - e. Pastor
 - f. Financial officer
2. Student Care
 - a. Residential staff members/administrator
 - b. Teacher
 - c. Parent
 - d. Counselor
 - e. Boarding student

- f. Student leader
 - g. Executive/administrative leadership
 - h. Nurse
 - i. Chaplain
3. Residential Program Personnel
 - a. Residential staff members/administrator
 - b. Executive/administrative leadership
 - c. Governing body member
 - d. Parent
 - e. Counselor
 4. Facilities and Services
 - a. Residential staff members/administrator
 - b. Maintenance team
 - c. Executive/administrative leadership
 - d. Parent
 - e. Food services personnel
 - f. Vehicle support team

APPENDIX F - THE SELF-STUDY OUTLINE

A completed self-study contains the following:

Chapter 1—Introduction and Profile

1. Title page: School name/date/title
2. Introductory statement: Two to three sentences including the location of the school, type of residential program and ownership, initial or reaccreditation
3. Participants' page: Identifies all committee personnel (names and committee assignments)

Chapter 2—School Profile

1. Historical overview of the school as it relates to the residential program
 - a. Current mission and purpose (of residential program)
 - b. Foundation and history of the residential program itself; describe the beginning of the residential program, its original mission and purposes, and its path to what it has become. This section may also include a mention of the political, social, economic, and cultural context if it helps the visiting team to understand unique aspects of the residential program and any changes that have occurred over time.
 - c. Residential program accreditation history – if reaccreditation only
2. Vision casting—looking ahead to the next three to five years: With the Lord's blessing, what do you anticipate the program could look like in three to five years?
3. Demographic portrait: Provide a data-supported demographic portrait of the school and its various constituencies. The portrait should include descriptive summaries of students, nationalities, residential staff, administration, board, parents, and the wider geographic community, as well as survey data from each of the constituent groups, when applicable. Below are samples of what might normally be documented in a demographic portrait:
 - a. Basic data—school name, address, phone, e-mail, the head of school's name, residential program administrator's name, contact information
 - b. Governance structure of school: church sponsored/church supported/independent, incorporation status, non-profit, for-profit, etc.

- c. Executive and residential administrative leadership and personnel: degrees or credentials of the head of school, residential administrator, number of residential staff per each residential home/unit
 - d. Number of administrators and residential staff, the name of each as well as position and degrees or credentials, including specialized training
 - e. Organization and enrollment: number of students in each residential home/unit with numbers for each grade in elementary, middle or junior high, and high school (Identify any significant groups of unique populations such as international students, special needs, or first nations students.)
 - f. Residential Facilities: number of residential homes/units; specialty rooms in each building such as recreation rooms, computer rooms, music practice rooms; outdoor recreation available, safety features; and overall acreage (not applicable for homestays)
 - g. Family and student descriptions: nationalities served, geographic communities served, socioeconomic levels, cultural descriptors, denominational backgrounds
 - h. Finance: size of the annual budget for residential program, recent or current capital campaigns, tuition and fee costs (if homestay, state stipends for homestay parents and financial arrangements involved)
 - i. Other: describe any other factors that are significant when describing the residential program such as are some residential students managed by the school and others managed by outside agents or a third party? Please describe any additional factors of significance to the program.
4. Achievement levels and accomplishments (including charts):
- a. Identify how the residential program expected student outcomes are assessed and include the assessment results.

Chapter 3—For Reaccreditation Visits Only

1. Identify any major changes in the residential program since the last visit.
2. Summarize progress on the continuous improvement plan (CIP) and how addressing the updated CIP has made an impact on improved residential caregiving in the last three years.
3. Summarize how the residential program addressed the major recommendations left by the visiting team from the previous full self-study; address what was accomplished and whether or not the recommendations are completed or still in progress.

Chapter 4—Self-Study Process

1. Explain the process used to conduct the self-study (gathering evidence, agreeing on standards compliance, and writing the summaries).
2. Explain how committees were established, how the steering committee guided the overall process, and how approval for the final report was gained by the administration and the board.
3. Describe the timeline. This chapter should demonstrate that broad involvement and collaboration were accomplished in the self-study process—involving all stakeholder groups: students, parents, board, residential staff, faculty, and administration.

Chapter 5—Self-Study Findings

Chapter 5 contains each subcommittee's report on each standard consisting of the ratings of indicators, a brief narrative, a list of the required documentation and supporting evidence, strengths of the school in this standard area and areas identified for continuous improvement. Accompanying

each of these would be the actual evidence that was used to reach those conclusions.

There should also be a conclusion section with the overall strengths and areas of improvement prioritized for the entire program. Part of the conclusion would be a statement of what benefit the accreditation process has had for the program.

APPENDIX G – CHILD SAFETY

The governing body of the boarding program must have written policies that communicate the program's commitment to providing a safe environment for students, strategies for preventing harm, protocols for responding to child safety concerns, and assurance that harassment and abuse will not be tolerated. Child safety policies must conform to all requirements for legal liability. The governing body's written child safety policy must provide an established framework for the program that outlines plans for safeguarding children, procedures for preventing abuse, and protocols for responding to concerns related to child safety, including reports of harassment, abuse, and neglect.



INSPIRE: Inspiring Schools to Flourish through Accreditation

*Incorporating
Flourishing School Culture Domains*

*ACSI's new accreditation protocol is scheduled to be
piloted in spring of 2023 then fully implemented in
the fall of 2023*