**VISITING TEAM REPORT**

# Calhoun Christian School

20 Woodrow Ave S
Battle Creek, MI 49015-2922 United States

**Jeralyn Belote**
*Administrator*

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# September 19, 2021 - September 22, 2021

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# School's Demographics

## School's Demographics

| | Information |
|---|---|
| **School Name** | Calhoun Christian School |
| **Address 1** | 20 S Woodrow Ave. |
| **Address 2** | |
| **City, ST Zip** | Battle Creek, MI 49015 |
| **Phone** | 269-965-5560 |
| **Head of School** | Jeralyn Belote |
| **Contact Information** | jeralyn.belote@calhounchristian.org |
| **Dual accreditation** | yes |
| **School Website** | www.calhounchristian.org |
| **Grades Accredited** | K-12 |
| **Enrollment in accredited grades** | 248 |

# Intro to the Visiting Team Report

Accreditation is what all good educational organizations seek in order to validate their quality and to verify that they are striving for excellence. It requires a strong, pervasive, and continuous commitment as well as a demonstrated capacity to maintain quality expectations as defined by the established standards. Typically, accreditation stretches the organization and infuses change into it.

The process of accreditation involves three significant elements:

1. Intensive, program-wide, self-assessment, analysis, and improvement planning

2. External consultation, review, validation, and insights shared from a group of visiting colleagues

3. Ongoing accountability for improvement through annual reporting and reaccreditation

In order to become or continue to be accredited by ACSI, a school must meet foundational requirements. Compliance with all the standards of ACSI accreditation is required for the duration of the term of accreditation. A school is determined to be in compliance with a standard when all the critical indicators are shown to be met and the majority of other indicators are determined to be demonstrated at an acceptable level as well. Within each standard area, the school must commit to coming into compliance with all indicators and the standard as a whole, but there may be indicator areas (other than critical indicators) that are determined to be in partial compliance and therefore are areas for the school to commit to continuous improvement.

ACSI accreditation is a highly effective way for a Christian school to evaluate itself in light of its unique educational mission. An authentic Christian school excels in all areas of 1) academic thinking, 2) skills for life and living, 3) biblical worldview development, 4) personal character and spiritual formation. The self-study process guides a school to evaluate and reflect on all that it does in light of this distinctive four-pronged mission.

The Visiting Team Review provides the school with a thorough review of their own self-assessment work, concentrating on validating their identification of strengths, areas to improve, and development of appropriate goals for the continuous school improvement plan. Both the school's self-assessment and the visiting team's analysis are measured against the school's own mission, vision, and expected student outcomes as well as defined accreditation standards of the accrediting organizations by which the school has chosen to become accredited. In order to ensure consistency from one school to another, rubrics have been developed to describe what compliance looks like for each indicator of each standard. Commendations and recommendations are developed when aspects of the school are either above or below the expected level of compliance for each of the indicators. Both the school and the visiting team use the ratings on the rubrics in order to identify what commendations and recommendations are most appropriate.

Report Components

The visiting team describes the school by completing a school profile. Information is shared about the school's history, demographics, student achievement, mission, vision for the future, and other pertinent data in order to help the reader understand the context of the school during the time of the team's visit.

Also discussed are any significant changes that the school has experienced since the previous accreditation or candidacy visit. These changes may impact the school's ability to meet accreditation standards or implement the continuous school improvement plan.

If the school has been previously accredited, the visiting team assesses whether the major recommendations have been completed or should continue to be addressed in the current cycle of accreditation. If the school is in its initial accreditation, this section may be marked N/A.

In a REACH accreditation report, a number of indicators are identified as critical because they are considered of utmost importance. A visit should not occur unless all the critical indicators are met and the vast majority of other

indicators are also in compliance.  If a school finds that it cannot meet one of the critical indicators, the consultant and school may work together to request an exception.  Upon completion of the visit, the visiting team briefly comments on the compliance of the school to the critical indicators, specifically mentioning any that were not fully met.

After the visiting team has completed its analysis, the most significant commendations and recommendations are selected as Major Commendations and Major Recommendations.  **Major Commendations** are areas in which the school excels beyond other schools of similar size, resources, or make-up. These are areas which have likely contributed to increased student achievement or other identified expected student outcomes. **Major Recommendations** are areas which need to improve for the school to fully meet compliance in some area, based on the rubrics provided.  These become priorities for the school to accomplish in a timely fashion.  Progress on these recommendations will need to be addressed in the annual reports sent to the regional offices of ACSI.  Major recommendations are expected to be incorporated into the school's improvement plan.  These major recommendations may be a combination of several indicators or certain aspects of indicators.  They may also come from only one aspect of an indicator when the indicator otherwise appears to be in compliance.

Recommendations and commendations that do not rise to the level of majors are important for the school to address during the period of accreditation. However, they are not considered as pressing as the majors.  The school is encouraged to evaluate them and decide within each department which ones should receive attention, and in what order.  There is no requirement to report on these in the annual reports or mid-term reports.

The REACH process is thought provoking in its approach, stimulating in its methods, and efficient in its procedures, both for the school and the team.  The end result produces a Visiting Team Report that will assist the school in its efforts to improve student learning and organizational effectiveness.

# Cognia

Cognia is a leader in providing improvement and accreditation services to education providers of all types in their pursuit of excellence in serving students. Cognia serves as a trusted partner to more than 32,000 public and private schools and school systems – enrolling more than 20 million students - across the United States and 70 other countries.

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, and the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (NWAC) that was founded in 1917 became part of AdvancED. In 2019, AdvancED changed their name to Cognia

Today, NCA CASI, NWAC and SACS CASI serve as accreditation divisions of Cognia. The Accreditation Divisions of Cognia share research-based quality standards that cross school system, state, regional, national, and international boundaries. Accompanying these standards is a unified and consistent process designed to engage educational institutions in continuous improvement.

Institutions seeking to gain or retain accreditation must meet Cognia Standards specific to their institution type, demonstrate acceptable levels of student performance and the continuous improvement of student performance, and provide evidence of stakeholder engagement and satisfaction. The power of Cognia Performance Accreditation lies in the connections and linkages between and among the conditions, processes, and practices within a system that impact student performance and organizational effectiveness.

ACSI and Cognia work together to accredit schools in approximately 70% of the United States and in a number of countries around the world.

# Self-Study Committees

## Self-Study Committees

| | Committee Name | Committee Chair | Person 2 | Person 3 | Person 4 | Person 5 | Person 6 | Person 7 | Person 8 |
|---|---|---|---|---|---|---|---|---|---|
| **Steering Committee** | Steering Committee | Jeralyn Belote | Jason Woodard | Vicki Milroy | Rob Tramel | Aaron Seiver | | | |
| **Committee #1** | Philosophy and Foundations | Jason Woodard | John Bomba | Jen Reif | | | | | |
| **Committee #2** | Governance and Executive Leadership | Vicki Milroy | Jeralyn Belote | Necia DiTrapani | | | | | |
| **Committee #3** | Home and Community Relations and Student Services | Aaron Seifer | Jeralyn Belote | Michelle Ostrander | | | | | |
| **Committee #4** | Personnel | Jeralyn Belote | Aaron Seifer | Rhea Bennett | | | | | |
| **Committee #5** | Instructional Program and Resources | Jeralyn Belote | Aaron Seifer | Diane Rome | Carrie Krontz | | | | |
| **Committee #6** | Student Care | Rob Tramel | Aaron Seifer | Tori Eckman | Candi Seifer | Rhea Bennett | | | |
| **Committee #7** | Character, Values, and Spiritual Formation of Students | Aaron Seifer | Jeralyn Belote | Tangi Olds | Erin Gutowski | | | | |
| **Committee #8** | Continuous School Improvement Plan | Vicki Milroy | Jason Woodard | Jeralyn Belote | Matt Lueck | | | | |
| **Committee #9** | | | | | | | | | |
| **Committee #10** | | | | | | | | | |
| **Committee #11** | | | | | | | | | |
| **Committee #12** | | | | | | | | | |
| **Committee #13** | | | | | | | | | |

# ACSI REACH Standards

**Standard  1** - PHILOSOPHY AND FOUNDATIONS  The school has developed written statements of philosophy, vision, mission, 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.

**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.

**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 outcomes.

**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.

**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 learning 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 student, staff, and parents.

**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 Crisis Planning 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.

**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.

**Standard 8** - SCHOOL IMPROVEMENT  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.

# Introduction to the Visit

## Intro to the Visit

***This section is a narrative introduction to the Visiting Team Report.  It contains comments and pertinent information about the visit that helps the reader understand any special considerations or conditions that may have existed.***

Located in Battle Creek, Michigan, Calhoun Christian School is in its second cycle of dual accreditation with ACSI and Cognia, formerly known as AdvancED. Over the school's 18 year history, the faculty, staff, administration, and board have remained committed to partnering with parents to provide a quality Christian education for its students, as evident in the current mission statement, "Calhoun Christian School provides academic excellence while upholding God's truth and challenging children to serve."

The CCS Self-study Team was composed of 15 individuals familiar with the accreditation process. Their work resulted in a concise, comprehensive, and well-written review of the school.

The original re-accreditation team visit to CCS was scheduled in February of 2021, but COVID shutdowns and restrictions required rescheduling the visit for the Fall of 2021. Furthermore, the original team chair had to step down, and ACSI appointed a new team chair. The new team chair met with Mrs. Belote and her team, both in person and virtually, on several occasions from December 2020 until the visit on September 19-22, 2021. During these visits, the team chair and school representatives reviewed the progress of the school's self-study. Throughout the process, CCS represented itself as a Christ-honoring institution that seeks to improve the overall Christian school experience for its students and parents.

## Significant Changes

***This section describes any significant changes the school has experienced and how they have dealt with those.  Of special note would be the impact of these on the accreditation standards or the school's ability to accomplish their continuous school improvement plan.***

Major Recommendation #1 for CCS stated that the school "redistribute fiscal and personnel resources to balance the faculty and administrative workload." The school board and administration systematically made the necessary fiscal changes to hire new personnel or reassign current employees to share the school's administrative workload more evenly. Below are the personnel hires or reassignments made since the ACSI visit in 2015:

- Fall of 2017 – a part-time Operations Manager
- Spring of 2018 – an Enrollment Specialist to assist with the re-enrollment, recruitment, and bookkeeping at CCS
- Summer of 2018 – An Educational Support Specialist to assist with special needs students
- Summer of 2018 – a part-time Chapel Coordinator
- Summer 2019 – a high school Vice-Principal, Athletic Director, and Facilities Manager

The school also implemented a special education program by partnering with All Belong. This non-profit organization assists Christian schools in developing tailored academic programs to meet students with learning disabilities. The All-Belong program provides curricula for Christian Schools and guides schools with their fundraising efforts. The All Belong program at CCS began in 2017 and has gained notoriety and a reputation in the community for serving students with special needs well for the last three years. The program has grown and now employs two educational support specialists and seven para-professionals to assist special needs students in the general education classes.

Lastly, CCS has purchased and adopted the use of Curriculum Trak to guide the school with a comprehensive scope and sequence for all of the school's curriculum. This program facilitates the planning process for the teachers and enables the administration to have a better grasp of the content covered in the classroom. Teachers can write lesson plans that seamlessly integrate the new ESOs, Biblical truths, and state and national standards.

# Response to Major Recommendations (for reaccreditations)

*This is a list of the school's major recommendations from the previous accreditation visit and the team's assessment on whether these have been completed or should continue to be addressed in the current cycle of accreditation.*

The last ACSI Accreditation Team Visit to Calhoun Christian School in 2015 resulted in two major recommendations.

**Major Recommendation #1**: Redistribute fiscal and personnel resources to balance administrative and faculty workload.**COMPLETED**

Over the last five to six years, CCS has hired five additional individuals to assist with the administrative roles at the school. In addition, the school has hired three new teachers, six para-professionals, and an educational support specialist to meet the needs of a growing school and special needs program.

**Major Recommendation #2:**Improve overall instructional planning.**COMPLETED**

Teachers have created long-range plans for their classes. In addition, the school developed new ESOs. The school implemented Curriculum Trak to develop the current curriculum and expand new curricular adoptions. CCS created and implemented a five-year curriculum review process to refresh curricular materials, maintain scope and sequence, and provide accurate curriculum maps.

# Summary Assessment of Compliance to Critical Indicators

*In this section the visiting team comments on the critical indicators that were not fully met.  There must be corresponding recommendations for unmet critical indicators.*

The visiting team rated three indicators as exceeding compliance (Indicators 1.3, 7.1, and 7.4). Calhoun Christian School has recently re-written their Expected Student Outcomes, which are displayed clearly throughout the school. The spiritual formation and development of the students are evident in classroom instruction and lived out through robust community service and missions programs.

Twenty-four Critical Indicators were rated as compliant.

At the time of the Go-Or-No-Go meeting, all of the Essential Six Critical Indicators were compliant. 76% of the school's teachers met the ACSI certification requirements. The school administrator had informed the team chair

that the required percentage of 80% would be reached by the time of the visit. Upon review it was determined that only 85.71% of the teachers met the ACSI certification requirements (Indicator 4.6).

Four Critical Indicators were rated partially compliant (Indicators 2.5, 5.2, 5.6, and 5.7). The school has an operating budget and a Continuous School Improvement Plan. However, costs are not associated with these initiatives in the CSIP and the budget (Indicator 2.5). CCS has adopted Curriculum Trak, but it has not been consistently implemented (Indicator 5.2). The school gathers data via surveys and standardized testing, but there is a lack of systematic analysis of the critical data points to assist with data-driven decisions (Indicators 5.6 and 5.7).

# School Profile Review

## Historical Overview

*This section is a summary of the founding of the school, as well as the original mission. Also included are any significant developments, accreditation history, awards/recognition, and challenges the school has faced.*

Located in Battle Creek, Michigan, Calhoun Christian School opened in 2003 to provide Christ-centered education for 78 students from throughout Calhoun county. After going through several changes since 2003, the school's current Mission Statement states the following: Calhoun Christian School provides academic excellence while upholding God's truth and challenging children to serve. The school's current Vision Statement has also changed over the years and now states the following: "Calhoun Christian School will be the benchmark of excellence in Christ-centered education."

Calhoun Christian School first began to hold classes at Minges Hills Church of God before relocating to a former middle school building purchased from Lakeview Public Schools in 2006. Calhoun Christian's enrollment growth in the 2010s occurred because of mergers and the closures of other Christian schools in the area, such as Crosscreek Christian School in 2009 and Battle Creek Christian School in 2013. ACSI first accredited the school in 2015. Calhoun Christian's largest growth in enrollment occurred between 2018 and 2020, reaching over 300 students primarily due to interest in their elementary grades. Lately, their most significant challenge has been to navigate the Covid-19 pandemic. It caused a temporary drop in their enrollment in 2020, but enrollment has continued to recover in 2021. Their current total enrollment in K-12 is 274, and 46 their preschool.

Data collection processes are in progress, such as standardized assessments, parent and student surveys, and school demographics; but, the systematic policies and procedures for review, analysis, and communication of collected data do not exist. Implementation and communication of said processes and procedures will continue to move the school toward the desired outcome of excellence in utilization for data-driven decisions and trends analysis.

## Mission, Vision, and Future Goals

*This portion includes the school's mission, vision, and goals for the future.*

Calhoun Christian Schools' current mission and vision statements were developed in 2014 in a strategic planning meeting. Foundational documents are reviewed yearly by the Board of Directors and Administration. These statements guide CCS' decision-making daily.

Mission Statement: Calhoun Christian School provides academic excellence while upholding God's truth and challenging children to serve.

Vision Statement: Calhoun Christian School will be the benchmark of excellence in Christ-centered education.

Calhoun Christian conducted a strategic planning session in April of 2018 that began with a SWOT analysis among a group of people made up of staff, parents, administration, board members, and community members. Using information discovered in the SWOT analysis, in September of 2018, the board met and wrote a Continuous School Improvement Plan with each area of improvement tied to at least one ESO. CCS's Board of Directors revises this plan each year, making changes as needed. The school administrator provides a monthly report at school board meetings to update the progress of the school's goals.

Using their current Continuous School Improvement Plan, Calhoun Christian set the following goals at a strategic planning meeting in September 2020. The goals are in various levels of development with the hope that each will be completed in the next 3 to 5 years. With these specific goals in mind, CCS has developed an action plan. However, their main goal is to continue to grow enrollment, maintain qualified and passionate staff, and stay true to their mission.

1. Launch and integrate ESO's
2. A safe and secure facility with a clear plan of action for various events.
3. School culture embraces Matthew 18 Principle for conflict resolution.
4. Utilize dedicated parent resources and utilize a volunteer management program
5. Strengthen families by developing parent-student education outreach
6. Make sound fiscal and budget decisions
7. Improve community awareness of the school
8. Develop a facilities plan
9. Improve Academic Programming
10. Development and Marketing
11. Monitor staff turnover and longevity
12. Address various needs and wants of the student population

Calhoun Christian School's CSIP contains Additional details and the action plan for each goal.

# Demographic Portrait

***This section summarizes the demographic portrait provided by the school and what implications that information might have for future growth or accomplishments of students.***

Calhoun Christian School is located on one campus at 20 S. Woodrow Avenue in Battle Creek, Michigan. The student enrollment is 248 in PK-12th grade. The building was constructed in 1943 and is approximately 66,000 sq. ft of useable space. The school sits on a 14.5-acre parcel of land. There are 20 classrooms, one gymnasium with locker rooms, two computer labs, two playgrounds, two educational support rooms, a chapel, cafeteria, kitchen, library, intervention room, a central office with three private offices, and adequate green space for athletics and student activities.

CCS families attend over 42 different local churches and primarily reside in the city of Calhoun and the surrounding communities. The school is approximately 23.3% ethnically diverse.

Calhoun Christian School is governed by an independent, self-perpetuating non-denominational board of directors. There are seven members on the board, and the school administrator is the board's sole employee. The administrative team consists of the school administrator and vice-principal. Twenty-one dedicated classroom teachers, eight educational support staff, four support staff, and two administrators, who faithfully serve the students and parents, comprise the faculty and staff of CCS.

The school operates with a total annual budget approaching $1.250 million. The administrative team, business office, and board treasurer prepare and manage the annual cash flow budget. The school board carefully monitors the budget through the finance committee. Tuition ranges from $4950 for kindergarten to $6250 for grades 9-12 (2021-2022 rates). CCS budgets nearly $400,000 for financial aid and scholarships each year, or 33% of the annual budget.

# Achievement of Academic Expected Student Outcomes

***In this section, the team includes the accomplishments of the students in academic area of expected student outcomes. Information should present summary data, analysis, and an explanation of how they***

***are used in setting school improvement goals. The visiting team has reviewed the Student Assessment Profile information from the self-study.***

Calhoun Christian School has clearly stated, well-developed, and thoroughly integrated Expected Student Outcomes. With three major ends (Academic Excellence, Upholding God's Truth, Challenging Children to Serve), the nine stated ESOs have an organized structure and application to the mission and programming of the school. CCS has conformed to what it does and how it does it around these statements. ESOs are posted in highly visible and trafficked spaces of the school, echoed in teacher and student interviews, and demonstrated in classroom observations. (Self-study pp. 9 and 10)

CCS demonstrates a commitment to the achievement of academic ESOs. Their commitment to monitoring student academic progress is readily apparent, as evidenced by the large-scale implementation of Curriculum Trak. Curriculum Trak provides a systematic means to plan and implement CCS' academic programming with biblical integration. A wide array of standardized instruments is utilized for the collection of academic data. Collection of assessment data identifies learning trends in their student population demonstrates a commitment to their objectives in Academic Excellence. The time given in professional development, along with the expectation to routinely create, implement, and monitor student achievement, reflects an intentional approach provided by an infrastructure designed to achieve academic expected student outcomes. Assessment instruments used for academic trends and achievement include, but are not limited to, PSAT/NMSQT, SAT, ACT, Fountas and Pinnel Reading Assessment and Math Recovery Screeners, and Terra Nova Assessment. Students are also provided with opportunities for career exploration and the pursuit of academic excellence through guidance services and partnerships with local colleges, career centers, and academic institutions for accelerated learning. Through strengthening its inclusion program, CCS seeks excellence in academics for all of its students. Career aptitude assessments and career certification opportunities are provided to middle and high school students to prepare them for their next steps with excellence (Interviews with Guidance Counselor, teachers, and administrators; self-study pg. 31-34).

Progress towards meeting academic student outcomes is evident based upon student grade distribution and matriculation data provided on pages thirty-four and thirty-five of the Self-Study. Curriculum Track, student journal entries, and student, faculty, administration interviews give evidence to the development of a biblical worldview in students throughout their careers at CCS. (Self-study p. 106)

# Achievement of Non-Academic Expected Student Outcomes

***In this section, the team includes the accomplishments of the students in the other areas of expected student outcomes: spiritual, physical, social, and emotional. Information should present summary data, analysis, and an explanation of how they are used in setting school improvement or program goals.***

CCS demonstrates a strong desire to educate the whole child, as evidenced by the numerous ways they strive to provide opportunities for students to meet their ESOs. Evidence collected through interviews, printed materials, and student journal samples, reveals CCS's desire to disciple students towards a personal relationship with Jesus Christ and vibrant relationships with one another. Their commitment to Kingdom education and discipleship orientates and shapes everything that CCS does. Student life, academics, and development are anchored in biblical worldview and values. Service and world mission projects demonstrate an intentional effort to introduce, serve, and appreciate cultures within, near, and far from the CCS student population. In addition, the "Challenge to Serve" category of ESOs is the heartbeat and cultural pulse of the school. Calhoun Christian is committed to being followers of Christ who bring the Gospel and Kingdom of God to the world. Their commitment and culture have transformed students' lives as they develop spiritually through their missions experiences and in service to God and neighbor. These service and missions opportunities are structured well at age-appropriate levels (Interviews with parents, faculty, and administrators; hallway signs; Self-Study pp. 35-36).

Measurement of student achievement of nonacademic ESOs is primarily anecdotal in reviewing student journal entries, conversations, and observations. The evidence presents intentional opportunities to receive stakeholder data in surveys that are obvious and utilized towards implementing tangible efforts like mission trips and service projects. Creating a spiritual environment where students have a relationship with the Lord, belong to a God-centered community, and mature into who Christ calls them to be is intentionally discussed, implemented, and reviewed at CCS (parent and administrator interviews; COTA; self-study pp. 35, 36 and 108-112).

# Standard 1 - Philosophy and Foundations

## Indicator 1.1 (CI)

**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. (C)**

Compliance (C): 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.

## Indicator 1.2

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

Exceeds Compliance (EC): 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 (CI)

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

Exceeds Compliance (EC): Stakeholders knowledgeably discuss the foundational documents and affirm the importance of the purpose of the school.

## Indicator 1.4

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

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

## Indicator 1.5

**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). (C)**

Compliance (C): 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

# Standard 1 Overview

***The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.***

The original mission statement of Calhoun Christian School read, "The purpose of Calhoun Christian School is to provide a sound Christian education integrated with the Christian view of God and the world based on the authoritative and inerrant word of God." Over the school's history, the mission and other foundational documents have been reviewed, revised, and rewritten. The current mission and vision statements were rewritten in 2014. Academic Excellence, Upholding God's Truth, and Challenging Students to Serve are core principles that have emerged as a distinctive of the school and are evident in all Foundational Documents.

Via a wide array of school publications – social media, the website, *The Cougar Connection*, handbooks, and CCS School Board agendas, the Foundational documents are present, visible, and integrated throughout the school. Stakeholders have embraced the mission and vision of CCS, and in 2016 the Education Committee of the board began the process of creating a new set of Expected Student Outcomes (ESOs) stemming from the school's mission statement. Through a series of meetings and conversations involving parents, teachers, board members, and administration, nine new ESOs were written that represent one of the three core principles found in the mission statement.

The school board reviews all foundational documents annually and uses the core documents to drive decisions for the school.

# Commendations

***Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.***

**Commendation #1**

Calhoun Christian School thoroughly and frequently communicates the school's foundational documents in various methods and means, and it is widely evident that the school community embraces its mission. (Indicator 1.2)

The school has embraced the school's mission statement of academic excellence, upholding God's truth, and challenging students to serve. Students at all ability levels are challenged to strive for their very best, and they are prepared for the next chapter in their lives after they graduate. God's truth is taught and upheld in lesson plans and interactions between the students, teachers, and parents. Every day students glorify God through their service by cleaning the school, not to mention the monthly service projects and senior mission trip. (Interview with students, parents, faculty, and administration; website; hallway signs; Curriculum Trak; self-study, pp. 36, 37)

**Commendation #2**

**CCS applies, reflects, and fulfills the purpose and meaning of the foundational documents in all aspects of the program, operations, and curriculum. (Indicators 1.3, 8.2)**

Applying, reflecting, and integrating the message of the vision and mission statement and the ESOs is purposeful and evident in the life of CCS. Staff, students, and parents live out the message of these documents in their day-to-day interactions. CCS' vision, mission, and ESOs are integrated and coordinated in schoolwide academic and non-academic aspects. They are visible, talked about, known, demonstrated, and practiced daily and have become the heartbeat of the CCS school family. (Interviews with administrators, school board, staff, parents, students; self-study pp. 35-38; vision and mission statement; ESO's)

# Recommendations

*Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.*

There were no recommendations for Standard 1.

# Adherence to the Standard

*The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.*

C (Compliant)

# Standard 2 - Governance and Executive Leadership

## Indicator 2.1

**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. (C)**

Partial Compliance (PC): The governing body is somewhat clear of its role and fiduciary, strategic, and governance responsibilities.

## Indicator 2.2 (CI)

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

Compliance (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 as evidenced in the signed statement of faith.

## Indicator 2.3

**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. (C)**

Partial Compliance (PC): 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.

## Indicator 2.4

**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. (C)**

Compliance (C): Constituents and stakeholders have ongoing opportunities to provide feedback regarding the decisions of the school. Feedback provides stakeholders and leaders opportunities for healthy dialog and to strengthen communication throughout the school community. The school has written policies that ensure integrity in decision making and limit conflict of interest for all involved in the school.

## Indicator 2.5 (CI)

**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**

. (C)

Partial Compliance (PC): Bylaws and all policy manuals exist, but they are not consistently followed, and/or they result in ineffective operations. Or, procedures that guide administrators and staff are not written; manuals are outdated or incomplete. Financial and legal documents are not inclusive of all the school's components.

# Indicator 2.6 (CI)

**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. (C)**

Compliance (C): 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.

# Indicator 2.7 (CI)

**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. (C)**

Compliance (C): 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.

# Indicator 2.8

**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. (C)**

Compliance (C): 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. 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.

# Indicator 2.9 (CI)

**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.) (C)**

Compliance (C): 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.

# Indicator 2.10

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

Partial Compliance (PC): Analysis of staff turnover reveals that compensation packages are inadequate in retaining quality staff. Compensation packages do not sufficiently reflect training and services.

# Indicator 2.11 (CI)*

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

Compliance (C): 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.

# Standard 2 Overview

*The following narrative provides an overview of "what is" in relation to this standard.  The team refers to evidence or examples regarding the school's compliance to the standard in their comments.*

Calhoun Christian School established a God-honoring organizational structure. Their organizational chart articulated a chain of command flowing down from the school board through the administrator and into five departments. They included evidence of three years of the board's self-evaluation. CCS demonstrated that the leadership reflected a clear Christ-centered governance model, particularly by having a board leadership commitment and affirmation of service pledge and prospective board questionnaire. Testimony and evidence of faith in Jesus Christ are required as part of this pledge. The school demonstrated that their board annually reviews their administrator, as evidenced by the inclusion of three years of performance reviews. The school demonstrated its commitment to providing constituents and stakeholders with opportunities for feedback, as evidenced by four years of parent surveys and a comprehensive board conflict of interest statement. CCS also demonstrated that written policies and procedures govern and guide all aspects of operations. CCS demonstrated a Christ-centered admissions policy through its admissions policies in their Parent-Student Handbook, admissions packet, and examples of non-public service plans.

Calhoun Christian School demonstrated its commitment to providing transparency to its financial records and resources, as evidenced by a publicly available copy of Form 990 and complete financial statements dating from 2020. The school demonstrated its commitment to a carefully constructed annual budget, as evidenced by the inclusion of the most recent budget summary, a budget worksheet for board discussion, and current tuition comparisons with prior years.CCS demonstrated evidence that a review of the school's finances was conducted by an external CPA and included evidence of a 2020 financial report. They also demonstrated evidence of documented compensation packages that included adjustments for training, experience, and services rendered as articulated in contracts. Finally, CCS demonstrated compliance with applicable laws and regulations by presenting numerous certificates of a successful inspection of its physical facilities.

# Commendations

*Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related.  B. The second part is the description which includes the evidence.*

There were no commendations for Standard Two.

# Recommendations

*Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized.  B. The second part is the description which includes the evidence.*

### Recommendation #1

Develop and implement a systematic process for ongoing board training. (Indicators 2.1, 2.3)

Systematic and regular board training provides the board with opportunities to seek and enact best practices to govern Calhoun Christian Schools for school sustainability and strategic planning. (Interviews with administration and school board;*Board Policy Manual*; self-study pp. 52-53)

### Recommendation #2

**Implement a process of budget and fiscal planning that will reflect projected expenses and timelines in the CSIP. (Indicators 2.5, 8.4)**

Financial planning that inputs costs into the CSIP will aid constituents in the ability to know how to plan and budget for the resources needed for the desired school improvements. Successful and sustainable continuous school improvement relies on a process that plans, implements, and monitors identified outcomes that directly affect a student's experience. The beginning efforts of Calhoun Christian are recognized in creating a strategic plan with high-arching categories that will direct future efforts and ultimately demonstrate itself in the student experience. However, the plan has yet to reach the implementation and evaluation stage. Tangible outcomes that include necessary projected costs and detailed resources should be planned, implemented, and evaluated. (Interviews with administrators and school board; CSIP; budget documents)

### Recommendation #3

Investigate ways to allocate financial resources to ensure compensation of the school's employees is commensurate with their training and services rendered (Indicator 2.10).

It is recognized that employees of Christian schools do not seek employment for financial gain. Rather, Christian school employees believe and trust in the calling that God has placed on their lives. It is incumbent on Christian school boards and school heads to justly compensate their employees so that the salary and compensation structure allows the school employees to meet their financial needs and obligations. The establishment of a systematic formula to calculate the base salary, provide raises for longevity and advanced degrees, serve to provide transparency with the added benefit to promote the recruitment and retention of highly qualified personnel. (Self-study, p. 51; interviews with school board and school administrators; teacher contracts; teacher compensation summary sheet)

# Adherence to the Standard

*The following is the visiting team's rating of the school's compliance with the standard.  If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.*

C (Compliant)

# Standard 3 - Home and Community Relations and Student Services

## Indicator 3.1 (CI)

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

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

## Indicator 3.2

**The school conducts regular demographic assessments of its constituents in light of the stated mission: (1) educational levels, (2) ethnic diversity, (3) faith backgrounds, (4) family income and vocation. (C)**

Partial Compliance (PC): The school has conducted minimal demographic assessments of its constituents in order to better fulfill its stated mission.

## Indicator 3.3

**The length of the school day and year, as well as the number of instructional hours and days, complies with state or provincial laws, if applicable. (E/S)**

Compliance (C): The length of the school day and year, including the number of instructional hours and days, complies with applicable laws.

## Indicator 3.4

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

Compliance (C): A variety of established, effective two-way communication occurs between the school and its constituents.

## Indicator 3.5

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

Compliance (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.

## Indicator 3.6

**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.) (C)**

Compliance (C): 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.

# Indicator 3.7 (CI)*

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

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

# Indicator 3.8

**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. (E/S)**

Compliance (C): 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.

# Indicator 3.9

**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. (C)**

Exceeds Compliance (EC): 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/emo•tional 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 class•room intervention or special staff hired to focus on small groups or individuals. Training in these areas is provided for teachers.

# Indicator 3.10 (CI)

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

Compliance (C): 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.

# Indicator 3.11

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

Compliance (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.

# Indicator 3.12

**Student activities are consistent with the mission of the school, are a balanced variety, and are reflective of the needs of all students. (E/S)**

Compliance (C): Student activities are consistent with the mission of the school, are a balanced variety, and are reflective of the needs of all students.

# Standard 3 Overview

*The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.*

Calhoun Christian School provides robust educational programming for their current enrollment. CCS is committed to being and being known as a Christ-like presence in their community and is intentional about developing into a more substantial presence to that end. CCS is committed to and developing a consistently growing reputation for service as a partner within their community.

CCS's communication with their constituency is transparent and timely as they continue building trusting relationships with stakeholders. From interviews with parents, students, and faculty, it is clear CCS continues to build a strong sense of unity of purpose and commitment to Christian education and service to their community and the world. Assessments are used to gather data about how effectively CCS accomplishes its mission in Christlike ways. Strategic and programmatic analysis, use, and reviews of that data would help bolster the school's efforts in refining what they do.

The support framework surrounding students nurtures individual needs from kindergarten through the college enrollment process in a systematic manner. CCS provides a well-crafted Christian educational program that provides opportunities for student development in and out of the classroom. Guidance services are provided across grade levels. Students are offered multiple opportunities for career and college readiness. Opportunities for career certifications, strength and career assessments, and accelerated mathematics programs in connection with the local community college, intermediate school district, and The Math and Science Center, provide students with critical growth opportunities and services.

As seen in their surveys, heard in their interviews, and supported by documentation in their self-study, CCS supports students across the learning spectrum with appropriate and strategic tools, strategies, and processes. Curriculum Track provides clear evidence of their commitment and practical development to meet student needs in a variety of effective ways.

# Commendations

*Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes*

*the evidence.*

**Commendation #1**

**CCS identifies the unique learning needs of individual students, and support is provided in order for them to meet the expected student outcomes. (Indicators 3.9, 4.11, 5.5, 7.4, 7.5)**

Differentiation is a critical component to student success across the learning spectrum. As identified by the school in their "All Belong" staff training document and the TerraNova Assessment section of the self-study, the school creates an educational program that identifies learning needs and meets those needs to the best of its ability. Teachers experience ongoing professional development, collaborate with administration, are encouraged and supported in training, and provided what is necessary to meet student needs. Instructional strategies provide students the opportunity to succeed at every level of the learning spectrum. School Board, administration, faculty, staff, and students reflect Christlike attitudes and character in interactions with others, instructional programming, sensitivity, and responsiveness to student needs and growth. (Indicator 3.9 evidence; interviews with Guidance Counselor, administrators, and teachers; self-study pp. 31, 32, 95)

# Recommendations

*Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized.  B. The second part is the description which includes the evidence.*

**Recommendation #1**

**Establish systematic processes and procedures, not only to collect data but to disaggregate the data and make data-driven decisions (Indicators 3.2, 5.6, 5.7, 5.8, 5.9)**

Many processes are in progress for the collection of data, such as standardized assessments, parent and student surveys, and school demographics; but, the systematic policies and procedures for review, analysis, and communication of collected data do not exist. The implementation and communication of said processes and procedures will continue to move the school toward the desired outcome of excellence in utilization for data-driven decisions and trends analysis. (Interviews with administrators, school board, and teachers; self-study pp. 55, 56, 72, 73, 95, 113)

# Adherence to the Standard

*The following is the visiting team's rating of the school's compliance with the standard.  If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.*

C (Compliant)

# Standard 4 - Personnel

## Indicator 4.1 (CI)

**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.) (C)**

Compliance (C): 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.

## Indicator 4.2 (CI)

**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. (C)**

Compliance (C): Staff handbooks and staff training enable staff members to know and understand the ethical considerations of their respective positions.

## Indicator 4.3 (CI)*

**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.) (C)**

Compliance (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 staff have contact with students.

## Indicator 4.4 (CI)

**The 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 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.

Compliance (C): 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.

# Indicator 4.5 (CI)

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. (E/S)

Compliance (C): 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.

# Indicator 4.6 (CI)

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 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.

Compliance (C): 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.

# Indicator 4.7

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. (E/S)

Compliance (C): 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.

# Indicator 4.8

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

Compliance (C): 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.

# Indicator 4.9

**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. (C)**

Compliance (C): 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.

# Indicator 4.10

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

Exceeds Compliance (EC): 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

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

Exceeds Compliance (EC): 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.

# Standard 4 Overview

*The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.*

Calhoun Christian recognizes the importance of its valuable staff. CCS staff is qualified and displays their Christian testimony and love for Jesus to their students while performing their work-related responsibilities. The number of staff is sufficient for the scope of the school. All CCS staff endorse the school's statement of faith and the school's code of ethics/lifestyle statement. The administration sees the importance of correct hiring procedures meeting the indicators for this standard. All K-12 staff, at minimum, hold the required bachelor's degree. A minimum of 80% of the faculty and professional staff, based on full-time equivalents, are meeting the ACSI requirements for certification or are on an approved SPD plan. The administrator and vice-principal hold an ACSI administrator certification.

A professional development plan for the staff is ongoing and is aligned with goals and instructional programs for the school. Administration and teachers work collaboratively to achieve the overall goals of school culture, student learning, and promoting organizational effectiveness. CCS's mission, philosophy, and biblically-based relationships are evident in school personnel and volunteers as they daily interact with students and parents.

# Commendations

*Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related.  B. The second part is the description which includes the evidence.*

### Commendation #1

The number and professional preparation of instructional and support staff are sufficient for the scope of the school. (Indicator 4.10)

Calhoun Christian administrator and board leadership recognize the need for additional staff. In the last four years, five new staff members have been hired to absorb critical responsibilities to aid the administrator and further the school's growth. These hires include a high school Vice Principal/Athletic Director/Facilities Manager, an Educational Support Specialist, a part-time Operations Manager, a part-time Chaplain, and an Enrollment Specialist. These additional staff hires significantly impact and benefit Calhoun Christian School in its endeavors. (Observations, interviews with administration, school board, faculty and parents; self-study pp.18, 20, 21)

### Commendation #2

**CCS identifies the unique learning needs of individual students, and support is provided in order for them to meet the expected student outcomes. (Indicators 3.9, 4.11, 5.5, 7.4, 7.5)**

Differentiation is a critical component to student success across the learning spectrum. As identified by the school in their "All Belong" staff training document and the TerraNova Assessment section of the self-study, the school creates an educational program that identifies learning needs and meets those needs to the best of its ability. Teachers experience ongoing professional development, collaborate with administration, are encouraged and supported in training, and provided what is necessary to meet student needs. Instructional strategies provide students the opportunity to succeed at every level of the learning spectrum. School Board, administration, faculty, staff, and students reflect Christlike attitudes and character in interactions with others, instructional programming, sensitivity, and responsiveness to student needs and growth. (Indicator 3.9 evidence; interviews with Guidance Counselor, administrators, and teachers; self-study pp. 31, 32, 95)

# Recommendations

*Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized.  B. The second part is the description which includes the evidence.*

There were no recommendations for Standard 4.

# Adherence to the Standard

*The following is the visiting team's rating of the school's compliance with the standard.  If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.*

C (Compliant)

# Standard 5 - Instructional Program and Resources (5.1-5.10)

## Indicator 5.1 (CI)

**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.) (C)**

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

## Indicator 5.2 (CI)

**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.) (E/S)**

Partial Compliance (PC): 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.

## Indicator 5.3 (CI)

**Bible content and instruction are required in the core curriculum. (E/S)**

Compliance (C): 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.

## Indicator 5.4

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

Compliance (C): 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.

# Indicator 5.5

**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. (E/S)**

Exceeds Compliance (EC): 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 5.6 (CI)

**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.) (E/S)**

Partial Compliance (PC): The school utilizes limited assessment tools.

# Indicator 5.7 (CI)

**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. (E/S)**

Partial Compliance (PC): 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.

# Indicator 5.8

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

Partial Compliance (PC): The school occasionally uses data and data analysis to make educationally sound decisions regarding students, instructional strategies, and programmatic improvements.

# Indicator 5.9

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

Partial Compliance (PC): Standardized test scores are sent home to parents, but analysis and follow-up are not provided.

# Indicator 5.10

**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. (C)**

Compliance (C): 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.

# Standard 5 - Instructional Program and Resources (5.11-5.16)

## Indicator 5.11

**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. (C)**

Partial Compliance (PC): 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.

## Indicator 5.12

**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. (C)**

Compliance (C): 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.

## Indicator 5.13

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

Compliance (C): 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.

## Indicator 5.14

**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. (C)**

Compliance (C): 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.

## Indicator 5.15

**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. (E/S)**

Compliance (C): 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.

# Indicator 5.16

**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. (C)**

Partial Compliance (PC): The school•s written technology management plan includes some of the required components, but it is not implemented effectively or evaluated regularly.

# Standard 5 Narrative - Overview

*In one to two pages, explain how the standard is met or what the barriers, if any, are to compliance for the overall instructional program. If the school is not found to be in compliance, what needs to occur for it to become compliant? Identify what data most relevant to mission attainment the school regularly collects in this standard area and what systems are in place to analyze the data and ensure implementation of improvement strategies. (Use your indicator ratings, documentation, and other sources to validate your explanation.)*

*This overview of the instructional program can be completed for each school division separately if the school is divided into divisions.  There is not a separate section for each discipline (subject area).  If the team wants to comment on any particular subject, do so in this overview.*

Calhoun Christian School has been working since its last accreditation visit to improve its instructional program and resources. The curriculum and teacher's instruction are distinctively Christian in their design and implementation. The implementation of Curriculum Trak has provided a framework for curriculum design and tracking. Although full implementation is in progress, it is already providing benefits for the needed structure to the school's instructional program.

An initiative by their education committee, staff, and board developed Calhoun Christian School's Expected Student Outcomes (ESO). Nine ESO statements are connected to the school's three mission statement themes. These statements articulate the school's essential student learning targets. The ESOs are graphically displayed around the building and documented in Curriculum Trak with the lessons of instruction. The framework of the ESOs offers a common language for all teachers and students connected to the biblical mission of the school. Multiple visits in the classrooms noted teachers incorporating a biblical theme to their classroom instruction. Biblically themed graphics and displays are evident throughout the building.

Curriculum Trak is the school's record of their curriculum K-12. They also publish a course guide that provides an overview of all subjects by grade level and class offerings. In Curriculum Trak, the units of study are connected to an ESO, benchmark reference number, objectives, a statement on biblical integration, resources, instructional strategies, and assessments. In a review of Curriculum Trak, it is noticed that ongoing development of essential questions, all courses, and teacher lesson plans need to be entered into the program. In interviews with teachers, there is a mixed review on the usefulness of Curriculum Trak. Some teachers are working with new textbook publishers this year and find it challenging to input curriculum information. Other teachers have found the

resource very informative to support students at multiple levels and recognize that it will be invaluable in subsequent years for lesson planning and developing continuity in the curriculum.

CCS has made an exceptional commitment to inclusive education for diverse learners. They established a partnership with All Belong, and the school has hired two certified K-12 student support staff and paraprofessionals in the elementary classrooms to support students on educational plans. Parent interviews have reinforced the school's commitment to inclusive learners. Parents of special needs children value it, and other parents believe that all students deserve to have their needs acknowledged and addressed. The teachers and staff have received professional development training through their All Belong partnership. From observations in the classrooms, there is evidence that teachers recognize and respond in appropriate ways to meet the needs of diverse learners.

The school frequently refers advanced students to the Battle Creek Area Mathematics and Science Center that services students from their county.

CCS made a transition from the TerraNova to NWEA MAP in 2020 for standardized testing assessments. As of this visit, the school has only implemented one testing cycle in NWEA because of pandemic challenges. The administration looks forward to NWEA providing timely and classroom teacher-accessible data to inform the teacher's instruction in the future. In addition to NWEA, the high school students have demonstrated success with the ACT, SAT, and PSAT. The elementary also incorporates Fountas and Pinnell for reading leveling and Math Recovery Records as other benchmark assessments.

CCS has initiated plans to provide more devices to support the instructional program K-12. Unfortunately, due to pandemic supply chain challenges and delays in the release of EANS funds from the state of Michigan, these plans are on hold. The school is limited on technology support resources and largely dependent on volunteers and other staff to solve technology issues. Teachers were observed using technology for their instruction. However, for students to have access to devices, the school is dependent on using the two computer labs.

The school administration leads the charge and involves teachers on textbook review, professional development plans, curriculum scope and sequence, and instructional strategies.

The learning environment is observed to be appropriate for the grade level using a variety of instructional strategies. Teachers change learning activities frequently and move around the room monitoring student progress. Activities such as brain breaks, collaborating with partners, circle time, and content materials keep students engaged in learning. Comments from students and parents interviewed indicate that the amount of homework is generally appropriate and that assignments are relevant.


# Commendations

*Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related.  B. The second part is the description which includes the evidence.*


**Commendation #1**

**CCS identifies the unique learning needs of individual students, and support is provided in order for them to meet the expected student outcomes. (Indicators 3.9, 4.11, 5.5, 7.4, 7.5)**

Differentiation is a critical component to student success across the learning spectrum. As identified by the school in their "All Belong" staff training document and the TerraNova Assessment section of the self-study, the school creates an educational program that identifies learning needs and meets those needs to the best of its ability. Teachers experience ongoing professional development, collaborate with administration, are encouraged and supported in training, and provided what is necessary to meet student needs. Instructional strategies provide students the opportunity to succeed at every level of the learning spectrum. School Board, administration, faculty,

staff, and students reflect Christlike attitudes and character in interactions with others, instructional programming, sensitivity, and responsiveness to student needs and growth. (Indicator 3.9 evidence; interviews with Guidance Counselor, administrators, and teachers; self-study pp. 31, 32, 95)

# Recommendations

***Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized.  B. The second part is the description which includes the evidence.***

**Recommendation #1**

**Create a plan to consistently input necessary curriculum information into the school's curriculum mapping tool to guide scope and sequence and inform the evaluation of curriculum effectiveness. (Indicator 5.2)**

Calhoun Christian School has committed to the instructional resource Curriculum Trak that effectively records curriculum mapping content. In review of Curriculum Trak there are several gaps in content input. The instructional value of a curriculum tracking tool is realized when consistent input of lesson plans, biblical integration themes, objectives, essential questions, and instructional strategies is entered into the program. (Self-study pg. 21, 76; review of Curriculum Trak; teacher and administrator interviews)

**Recommendation #2**

**Establish systematic processes and procedures, not only to collect data but to disaggregate the data and make data-driven decisions (Indicators 3.2, 5.6, 5.7, 5.8, 5.9)**

Many processes are in progress for the collection of data, such as standardized assessments, parent and student surveys, and school demographics; but, the systematic policies and procedures for review, analysis, and communication of collected data do not exist. The implementation and communication of said processes and procedures will continue to move the school toward the desired outcome of excellence in utilization for data-driven decisions and trends analysis. (Interviews with administrators, school board, and teachers; self-study pp. 55, 72)

**Recommendation #3**

Provide opportunities to introduce and train teachers and students in the availability and ethical use of scholarly online resources. (Indicator 5.11)

Recognizing that CCS does not embrace a one-to-one device plan, the school still utilizes online resources as part of its curriculum. It is considered best practice to introduce and use scholarly online resources to prepare students for college and careers. In interviews with the administration and review of Curriculum Trak, information resources are introduced organically to students by classroom teachers. A systematic plan to use online resources will benefit the academic program. (Interviews with administrators; Curriculum Trak; self-study pp. 74, 79, 95)

**Recommendation #4**

**Develop, regularly evaluate, and implement an updated technology plan and an updated facilities plan. (Indicators 5.16 and 6.14)**

An updated technology and facilities plan will more fully prepare the school for growth, expansion, and capital improvements. An updated facilities and technology plan with specific budget line items, timelines, personnel responsibilities, and connections to foundational documents prepares the school for God's unfolding will and

future challenges. (Self-study pp. 95, 102; CSIP; interviews with administrators and school board members)

# Adherence to the Standard

*The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.*

PC (Partially Compliant)

# Explanation of partial or noncompliance

*If the school is partially or noncompliant, please write a brief statement indicating why they are not compliant. Include a recommendation addressing the issue in the Recommendations section.*

CCS was in partial compliance with seven of the 16 indicators in standard five. Of those seven indicators, three were critical indicators.

# Standard 6 - Student Care (Indicators 6.1-6.10)

## Indicator 6.1 (CI)*

**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. (C)**

Compliance (C): 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.

## Indicator 6.2

**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. (C)**

Partial Compliance (PC): The school has a written plan for communication, but it has not been formally implemented nor has orientation been given to staff.

## Indicator 6.3

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

Compliance (C): All local, state, and federal laws regarding safety and health issues are met.

## Indicator 6.4

**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. (C)**

Compliance (C): 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.

## Indicator 6.5 (CI)

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

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

## Indicator 6.6 (CI)

**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. (C)**

Compliance (C): 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.

# Indicator 6.7 (CI)*

**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. (C)**

Compliance (C): 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.

# Indicator 6.8

**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. (C)**

Compliance (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.

# Indicator 6.9

**Meals and snacks offered by the school are based on sound nutritional standards. (C)**

Compliance (C): Developmentally appropriate nutritional standards are consulted and implemented in the selection of both snacks and meals.

# Indicator 6.10 (CI)*

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

Compliance (C): 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.

# Standard 6 - Student Care (Indicators 6.11-6.16)

## Indicator 6.11

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

Compliance (C): Documented, regular maintenance and safety inspections are conducted, and deficiencies are corrected to ensure a safe and orderly environment.

## Indicator 6.12 (CI)

**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. (C)**

Compliance (C): 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.

## Indicator 6.13 (CI)

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

Compliance (C): Recreation areas, common areas, and athletic areas are safe and are large enough for the number of students that use them.

## Indicator 6.14

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

Partial Compliance (PC): Limited facilities planning is occurring for future programs and staff, facility, and technology needs.

## Indicator 6.15

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

Compliance (C): 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.

# Standard 6 Overview

*The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.*

Calhoun Christian School demonstrated evidence of compliance with the standard by providing documentation that showed an active shooter training plan and safety plan. The 2019-2020 safety plan included procedures for lockdowns, evacuation/fire, shelter-in-place/tornado, designated shelter locations, and medical emergencies. The school provided documentation that described their communication protocols within their safety plan, affirmed by multiple conversations with parents. CCS also provided documentation that described their forms for medical administration, accidents, emergency contacts, child information, health appraisals, communicable diseases, and logs for medication administration.

CCS provided documentation, found in their employee handbook, for reporting abuse, neglect, accidents, injuries, and medical policies. Additionally, CCS demonstrated compliance by providing documentation that described their age-appropriate bullying, intimidation, harassment, and human dignity policies consistent with applicable scriptural directives such as those found in Proverbs 22:6. Additional evidence included documentation that described their mandated reporter policy for alleged or suspected child abuse and/or neglect. The school provided the required documentation from their partnership with the Lakeview Public School district to demonstrate compliance with the required nutritional standards. As it pertains to compliance with local, state, and federal laws, CCS provided extensive documentation of drill reports, fire extinguisher, backflow, food service, playground safety, boiler, water heater, and fire alarm inspections.

In terms of providing a safe, secure, and orderly environment, the school did provide examples of their maintenance schedules and their facilities plan that included lists of projected five and ten-year maintenance needs. However, these plans were largely incomplete.For instance, it did not document a plan for addressing recent upward trends in enrollment, nor did it fully address ongoing capital maintenance needs.CCS demonstrated evidence of secure and suitable school grounds. For example, it submitted maintenance records of playground equipment. The school's "Chaperone Volunteer Agreement" form showed that written policies existed for transporting students to off-site school activities and providing their coverage policy for non-owned vehicles.

Calhoun Christian School does not have any school-owned vehicles, so Indicator 6.16 does not apply, and therefore is not mentioned in the Indicator ratings.

# Commendations

*Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.*

There were no commendations for Standard 6.

# Recommendations

*Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized. B. The second part is the description which includes the evidence.*

**Recommendation #1**

Develop and disseminate a written procedure within the Safety Plan that articulates how the school communicates with parents/guardians regarding the ongoing status of school emergencies. (Indicator 6.2)

The inclusion of a written procedure in the Safety Plan that clearly articulates effective execution and communication with families provides a specific plan of action when stress levels are at their highest and/or when key personnel may not be available to fulfill their anticipated roles. (Self-study pp. 2-6; interviews with administrators)

**Recommendation #2**

Incorporate the local school district nutrition plan into the existing CCS food service policies and procedures. (Indicator 6.9)

Including the plan allows the school and parents to make well-informed decisions regarding their students' nutritional welfare. (Self-study p. 99, Lakeview Nutrition Policy)

**Recommendation #3**

**Develop, regularly evaluate, and implement an updated technology plan and an updated facilities plan. (Indicators 5.16 and 6.14)**

An updated technology and facilities plan will more fully prepare the school for growth, expansion, and capital improvements. An updated facilities and technology plan with specific budget line items, timelines, personnel responsibilities, and connections to foundational documents prepares the school for God's unfolding will and future challenges. (Self-study pp. 95, 102; CSIP; interviews with administrators and school board members)

# Adherence to the Standard

*The following is the visiting team's rating of the school's compliance with the standard. If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.*

C (Compliant)

# Standard 7 - Character, Values, and Spiritual Formation of Students

## Indicator 7.1 (CI)

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

Exceeds Compliance (EC): 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

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

Exceeds Compliance (EC): Respect, compassion, and caring are clearly demonstrated by all school personnel as evidenced by the following: • The school's assessment of the caring culture within the school community • An evident spirit of respect, compassion, and caring that is initiated and embraced by the students

## Indicator 7.3

**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. (E/S)**

Exceeds Compliance (EC): 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 7.4 (CI)

**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. (C)**

Exceeds Compliance (EC): 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

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

Exceeds Compliance (EC): 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

**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. (C)**

Exceeds Compliance (EC): 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

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

Compliance (C): Active participation in a local Christian church community is required of the faculty and emphasized with students and parents.

# Indicator 7.8

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

Partial Compliance (PC): Assessment of the spiritual development of students is informal and sporadic. Assessment of schoolwide outcomes is anecdotal and informal.

# Standard 7 Overview

*The following narrative provides an overview of "what is" in relation to this standard.  The team refers to evidence or examples regarding the school's compliance to the standard in their comments.*

Calhoun Christian School is deeply committed to the spiritual development of its students. Spiritual life and development is the life-blood of CCS as they prepare students for Kingdom living during and after their time at CCS. Student journals, missions programming, testimonies, and Curriculum Track highlight the school's commitment to Christian character, maturity, and service. Teachers, administrators, and the school board state that the heart of the school is their Kingdom commitment, and everything else orbits that core. The missions program at CCS is the heartbeat of their school. Age-appropriate spiritual and character development strategies

are evident at elementary, middle school, and high school divisions. A third-grade student remarked, "What I love most about our school is that we have a great God and a great school. We learn about God and help one another.".

The programmatic, intentional, and age-appropriate manner in which CCS deploys its missions program is truly commendable. CCS challenges children to serve and has developed a strategic plan that meets that objective. Students are in contact with Christian leaders who model Christlike leadership and service, communicate biblical worldview, and integrate faith in the classroom. Curriculum Trak provides detailed evidence of the extensive and intentional efforts of the school to integrate and infuse a biblical worldview in the educational programming of Calhoun Christian. The culture at CCS is saturated with Christlike service and developed in students through their extensive missions, academic programs, and school culture at all school age levels. Students are exposed to leadership and development strategies, especially Middle School Houses, that engage them toward maturing in their faith as a lived experience in following Christ and serving others. The faculty and staff's willingness to go above and beyond the expectations of their profession to model a Christlike testimony to students is evident in student journal documents and interviews.

Students readily identify that they are valued and could approach multiple individuals who cared for them beyond just their academics. From the supporting documents provided in the self-study, it is clear that the board, administration, faculty, staff, and school constituents communicate in Christlike and God-honoring ways. Student spiritual life is assessed as evidence is gathered to that end.

# Commendations

*Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related.  B. The second part is the description which includes the evidence.*

### Commendation #1
CCS' schoolwide expected student outcomes include character development, acquisition of Christian values, and spiritual formation. (Indicator 7.1)

CCS desires to disciple students towards a personal relationship with Jesus Christ and vibrant relationships with one another. Commitment to Kingdom discipleship through education shapes everything CCS does. CCS builds student life, development, and academics from a biblical worldview and Kingdom values in every teacher interaction. Their dedication to Academic Excellence, Upholding God's Truth, and Challenging Children to Serve form the cultural pulse of the school. Service and world missions projects demonstrate an intentional effort to introduce, serve, and appreciate cultures within, near, and far from CCS. (Observations; interviews with parents, teachers, and students; student journal entries; ESO wall signs; self-study pp. 35, 36)

### Commendation #2

Christlike respect, compassion, and caring for self and all others are taught and demonstrated by school personnel. (Indicator 7.2)

CCS' teachers model Christlike character and care for self and others. Middle school houses provide opportunities for Christlike formation, service to others, and respect for self and others. These houses find and provide practical means to make the school better for peers, teachers, and the CCS community. Across grade levels, school personnel lead students toward Christ in attitudes, speech, and actions. Students respect and serve themselves and others by cleaning school facilities. CCS "challenges children to serve" by employing a robust missions and outreach program and culture. These missions and outreach programs directly support the success of the school's ESOs and student development in Christlikeness. (COTA; student journal entries; interviews with parents, students, teachers, administration, and school board, self-study pp. 9, 10, 110-112)

### Commendation #3
CCS' planned curricular, co-curricular, and extracurricular programs for spiritual formation, character development, and the instilling of Christian values are well developed so that students are known, mentored, and

grow spiritually. (Indicator 7.3)

Students are exposed to mentoring and discipleship experiences that are intentional, organized, and supported by all staff and faculty. Chapels, mission trips, and classroom programming provide students with exposure to Christlike adults and peers who mentor, lead, and disciple them. Classes are structured around a biblical worldview and the development of Christian faith and values. One third-grade student remarked, "I came here because of COVID, but I got saved here. That's why I love it here. We get to learn about Jesus every day." Teachers infuse and integrate a biblical worldview into their class programming, as seen in interviews, student journal reflections, and classroom observations. Spiritual and character development programs are age-appropriate and strategic, especially the middle school house system. The middle school Houses (Müller, Wiseman, Stone, Wilberforce) are student-led and develop students into maturing people of faith. Student journal entries and interviews provide ample evidence to confirm CCS' students are being supported in their spiritual development and formation. (Interviews with teachers, administrators, students, and parents; observations; COTA; self-study pp. 9-10, 35-36; House posters and announcement boards)

**Commendation #4**

**CCS identifies the unique learning needs of individual students, and support is provided in order for them to meet the expected student outcomes. (Indicators 3.9, 4.11, 5.5, 7.4, 7.5)**

Differentiation is a critical component to student success across the learning spectrum. As identified by the school in their "All Belong" staff training document and the TerraNova Assessment section of the self-study, the school creates an educational program that identifies learning needs and meets those needs to the best of its ability. Teachers experience ongoing professional development, collaborate with administration, are encouraged and supported in training, and provided what is necessary to meet student needs. Instructional strategies provide students the opportunity to succeed at every level of the learning spectrum. School Board, administration, faculty, staff, and students reflect Christlike attitudes and character in interactions with others, instructional programming, sensitivity, and responsiveness to student needs and growth. (Indicator 3.9 evidence; interviews with Guidance Counselor, administrators, and teachers; self-study pp. 31, 32, 95)

**Commendation #5**
CCS provides opportunities for service and missions, including compassionate outreach to the poor, needy, and vulnerable. These opportunities are a means of spiritual growth and formation. (Indicator 7.6)

Missions and outreach are the heartbeat of CCS' culture. Structured, intentional, and planned missions and outreach programs at all age levels provide students with opportunities to serve while developing spiritually. Student growth and development from these opportunities are clear from testimonies and interviews. CCS' clear commitment to challenge children to serve has grown into a vibrant missions program that expands the Kingdom and provides students excellent opportunities for spiritual growth and development. CCS identifies and helps members of their community, within and outside the CCS constituency, in times of need. Students, faculty, staff, and administration come together to care for those in need, providing food and basic needs whenever and however possible. When COVID-19 restrictions kept CCS from its planned mission trips, the school donated money and resources to the organizations they would have worked with on missions. (Interviews with school board, parents, teachers, and students; self-study pp. 109, 112, 113)

# Recommendations

*Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized.  B. The second part is the description which includes the evidence.*

**Recommendation #1**

Create an intentional, ongoing, and programmatic assessment of the spiritual development of students. (Indicator 7.8)

Creating a spiritual assessment tool and an intentional plan provides the school with specific information to see student spiritual development. Intentional and ongoing assessment substantiates students' progression and growth in their spiritual life, providing the school with long-term trends, strengths, and weaknesses and further refines the school's spiritual life and development of its students. (Interviews with administrators and teachers; self-study pp. 109, 113)

# Adherence to the Standard

***The following is the visiting team's rating of the school's compliance with the standard.  If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.***

EC (Exceeds Compliance)

# Standard 8 - School Improvement

## Indicator 8.1 (CI)

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

Compliance (C): 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.

## Indicator 8.2

**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. (C)**

Exceeds Compliance (EC): 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

**The planning process is organizationally comprehensive and establishes goals and priorities for development. (C)**

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

## Indicator 8.4

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

Partial Compliance (PC): The CSIP action items partially address the fiscal, personnel, resources, and time implications for implementation.

## Indicator 8.5

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

Partial Compliance (PC): 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.

# Standard 8 Overview

*The following narrative provides an overview of "what is" in relation to this standard. The team refers to evidence or examples regarding the school's compliance to the standard in their comments.*

*Be sure to reflect on the school's Continuous School Improvement Plan. Include the team's analysis of the school's capacity to complete the plan in terms of resources, personnel, and the timeframe indicated. Also comment on the appropriateness and thoroughness of the goals identified, both in terms of how they were selected and how they will help move the school forward toward meeting their expected student outcomes.*

Calhoun Christian has dedicated time and resources to the Continuous School Improvement Plan. The administration, school board, staff, and parents have worked together to create a vision tied to their CSIP. Action plans have been put in place, as well as monthly accountability reports to note progress.

The twelve major initiatives listed below are identified in their CSIP and are directly tied to CCS' vision and mission statements, philosophy of education statement, and ESOs.

1.  Launch and integrate ESOs
2.  A safe and secure facility with a clear plan of action for various events
3.  The culture of the school embraces conflict resolution as defined by the Matthew 18 principle
4.  Utilize dedicated parent resources and utilize a volunteer management program
5.  Strengthen families by developing a parent-student education outreach
6.  Make sound fiscal and budget decisions
7.  Improve community awareness of the school
8.  Develop facilities plan
9.  Improve academic programming
10. Development and marketing
11. Monitor staff turnover and longevity
12. Address various needs and wants of our student population

The CCS board, administration, and staff realize the importance of developing a strategic mission for the school. Their CSIP broadly states their goals, action plans, and a projected time frame for completion. CCS' administration and the board remain committed to utilizing a CSIP for continued growth and development at Calhoun Christian.

# Commendations

*Each commendation has two parts: A. The statement declares the positive behavior or action the school has taken and the beneficial result that is related. B. The second part is the description which includes the evidence.*

**Commendation #1**

**CCS applies, reflects, and fulfills the purpose and meaning of the foundational documents in all aspects of the program, operations, and curriculum. (Indicators 1.3, 8.2)**

Applying, reflecting, and integrating the message of the vision and mission statement and the ESOs is purposeful and evident in the life of CCS. Staff, students, and parents live out the message of these documents in their day-

to-day interactions. CCS' vision, mission, and ESOs are integrated and coordinated in schoolwide academic and non-academic aspects. They are visible, talked about, known, demonstrated, and practiced daily and have become the heartbeat of the CCS school family. (Interviews with administrators, school board, staff, parents, students; self-study pp. 35-38; vision and mission statement; ESO's)

# Recommendations

*Each recommendation has two parts: A. The statement declares needed improvement the school should take and the beneficial result that would be realized.  B. The second part is the description which includes the evidence.*

**Recommendation #1**

**Implement a process of budget and fiscal planning that will reflect projected expenses and timelines in the CSIP. (Indicators 2.5, 8.4)**

Financial planning that inputs costs into the CSIP will aid constituents in the ability to know how to plan and budget for the resources needed for the desired school improvements. Successful and sustainable continuous school improvement relies on a process that plans, implements, and monitors identified outcomes that directly affect a student's experience. The beginning efforts of Calhoun Christian are recognized in creating a strategic plan with high-arching categories that will direct future efforts and ultimately demonstrate itself in the student experience. However, the plan has yet to reach the implementation and evaluation stage. Tangible outcomes that include necessary projected costs and detailed resources should be planned, implemented, and evaluated. (Interviews with administrators and school board; CSIP; budget documents)

**Recommendation #2**

Communicate the CSIP to all stakeholders effectively and systematically. (Indicator 8.5)

Collaborating with all key stakeholders to create, implement, and evaluate tangible outcomes in the CSIP builds a community involvement that will help complete goals and action plans in the improvement plan. (Administrator and school board interviews; self-study p. 114)

# Adherence to the Standard

*The following is the visiting team's rating of the school's compliance with the standard.  If the school is not compliant on any critical indicator, there must be a corresponding recommendation for each one.*

C (Compliant)

# Major Commendations

## Major Commendation # 1

**CCS applies, reflects, and fulfills the purpose and meaning of the foundational documents in all aspects of the program, operations, and curriculum. (Indicators 1.3, 8.2)**

Applying, reflecting, and integrating the message of the vision and mission statement and the ESOs is purposeful and evident in the life of CCS. Staff, students, and parents live out the message of these documents in their day-to-day interactions. CCS' vision, mission, and ESOs are integrated and coordinated in schoolwide academic and non-academic aspects. They are visible, talked about, known, demonstrated, and practiced daily and have become the heartbeat of the CCS school family. (Interviews with administrators, school board, staff, parents, students; self-study pp. 35-38; vision and mission statement; ESO's)

## Major Commendation # 2

**CCS identifies the unique learning needs of individual students, and support is provided in order for them to meet the expected student outcomes. (Indicators 3.9, 4.11, 5.5, 7.4, 7.5)**

Differentiation is a critical component to student success across the learning spectrum. As identified by the school in their "All Belong" staff training document and the TerraNova Assessment section of the self-study, the school creates an educational program that identifies learning needs and meets those needs to the best of its ability. Teachers experience ongoing professional development, collaborate with administration, are encouraged and supported in training, and provided what is necessary to meet student needs. Instructional strategies provide students the opportunity to succeed at every level of the learning spectrum. School Board, administration, faculty, staff, and students reflect Christlike attitudes and character in interactions with others, instructional programming, sensitivity, and responsiveness to student needs and growth. (Indicator 3.9 evidence; interviews with Guidance Counselor, administrators, and teachers; self-study pp. 31, 32, and 95)

# Major Recommendations

## Major Recommendation # 1

**Implement a process of budget and fiscal planning that will reflect projected expenses and timelines in the CSIP. (Indicators 2.5, 8.4)**

Financial planning that inputs costs into the CSIP will aid constituents in the ability to know how to plan and budget for the resources needed for the desired school improvements. Successful and sustainable continuous school improvement relies on a process that plans, implements, and monitors identified outcomes that directly affect a student's experience. The beginning efforts of Calhoun Christian are recognized in creating a strategic plan with high-arching categories that will direct future efforts and ultimately demonstrate itself in the student experience. However, the plan has yet to reach the implementation and evaluation stage. Tangible outcomes that include necessary projected costs and detailed resources should be planned, implemented, and evaluated. (Interviews with administrators and school board; CSIP; budget documents)

## Major Recommendation # 2

**Create a plan to consistently input necessary curriculum information into the school's curriculum mapping tool to guide scope and sequence and inform the evaluation of curriculum effectiveness. (Indicator 5.2)**

Calhoun Christian School has committed to the instructional resource Curriculum Trak that effectively records curriculum mapping content. In review of Curriculum Trak there are several gaps in content input. The instructional value of a curriculum tracking tool is realized when consistent input of lesson plans, biblical integration themes, objectives, essential questions, and instructional strategies is entered into the program. (Self-study pp. 21, 76; review of Curriculum Trak; teacher and administrator interviews)

## Major Recommendation # 3

**Establish systematic processes and procedures, not only to collect data but to disaggregate the data and make data-driven decisions (Indicators 3.2, 5.6, 5.7, 5.8, 5.9)**

Many processes are in progress for the collection of data, such as standardized assessments, parent and student surveys, and school demographics; but, the systematic policies and procedures for review, analysis, and communication of collected data do not exist. The implementation and communication of said processes and procedures will continue to move the school toward the desired outcome of excellence in utilization for data-driven decisions and trends analysis. (Interviews with administrators, school board, and teachers; self-study pp. 55, 56, 72, 73, 95, and 113)

## Major Recommendation # 4

**Develop, regularly evaluate, and implement an updated technology plan and an updated facilities plan. (Indicators 5.16, 6.14)**

An updated technology and facilities plan will more fully prepare the school for growth, expansion, and capital improvements. An updated facilities and technology plan with specific budget line items, timelines, personnel responsibilities, and connections to foundational documents prepares the school for God's unfolding will and

future challenges. (Self-Study pp. 95, 102; CSIP; interviews with administrators and school board members)

# Final Narratives

## Summary of the Self-Study Process

*The following is a description of the school's self-study report, documentation, evidences, organization, use of surveys, and assessments.*

The CCS Self-Study process began in the Fall of 2019. The Education Committee members were introduced to the ASCI Standards and the self-study process in November 2019. In the December 2nd board meeting, several board members agreed to serve on the Steering Committee. Mrs. Jeralyn Belote, the CCS School Administrator, was appointed as the Self-Study Coordinator. Invitations were given to faculty, staff, and parents to serve on the various self-study committees. The standard committees met regularly to review the indicators, rate the school's compliance and gather the necessary evidence for the self-study report. The Steering Committee met monthly to assess the progress of the self-study, and Mrs. Belote provided the school board with a monthly report.

Calhoun Christian School's re-accreditation visit was scheduled for February 2021; and, Mr. Brian Hazeltine was appointed as the original team chair. Mr. Hazeltine had to step down in the Fall of 2020. The ACSI Central Division Office appointed Mr. Ray Kochis as the new Team Chair in October of 2020. An immediate conversation ensued to discuss readiness for the scheduled team visit in February 2021. Based on the change in team chair and management of the COVID-19 pandemic, Mr. Kochis, Mrs. Kelly, and Mrs. Belote determined that recent changes were significant enough to warrant an extension for CCS's accreditation visit. The visit changed from February 2021 to September 2021.

Upon appointment as the new team chair, Mr. Kochis contacted the individuals on the team to confirm their commitment to serve. All were in agreement. However, in early August, Mrs. Leslie Colford stepped down from the team for personal reasons, and Dr. Kevin Miller accepted the invitation to replace Leslie on the team.

Mr. Ray Kochis and Mrs. Jeralyn Belote held an initial accreditation meeting, in person, on December 4, 2020, to coordinate the following meetings and begin planning for the team visit. Three follow-up virtual meetings occurred to discuss progress, answer questions and finalize the team visit. The "Go/No-go" meeting occurred on July 29, 2021, and Mr. Kochis determined that CCS was ready for the team visit in September. Mr. Kochis and Mrs. Belote made the final arrangements for the team visit, and the CCS Steering Committee submitted the self-study to the ePlatform.

At a virtual visiting team meeting conducted in August, the agenda and questions regarding the visit were discussed. Drs. John Beck and Kevin Miller are both new to the accreditation process. The team chair spent time coaching and advising them concerning writing narratives, recommendations, commendations, and overviews. As the visit approached, individual team members contacted the team chair to seek clarification on interpreting an indicator based on the school's evidence.

On Sunday, September 19, 2021, the team arrived at 2:00 pm to begin our visit to re-accredit CCS. The exit meeting with the CCS Board, teachers, and parents concluded at 4:00 pm on Wednesday, September 22, 2021.

## Conclusion Summary

*The following section is a summary of the school's general compliance with the standards.   It should also address major themes and the school's consistency of its mission and practice.*

This accreditation visit was timely in the life and growth of CCS. Throughout this process, the CCS community communicated that CCS is a place where God and people are honored in Christlikeness. In curricular, co-curricular, and extracurricular programming, the school is committed to partnering with families to develop

students into mature followers of Jesus Christ. The culture at CCS is saturated with attitudes of honoring God, serving others, and knowing the truth. Staff, faculty, and administration have created an intentional process and culture aimed at "academic excellence, upholding God's truth, and challenging children to serve." Commitment to this mission, and the connected ESOs, is clear from the leadership of administrators and the school board to the parents and students. God is honored here in a true family of faith across the CCS community.

The following are some of the highlights or conclusions the visiting team gathered after reviewing the standards:

The school's foundational documents are present, visible, and integrated across their communications and throughout their building. Stakeholders have embraced the mission and vision of CCS. The current ESOs express their vision for Christian education that honors God, honors others, and honors self in pursuit of academic excellence, God's truth, and Christian service. Parents, students, teachers, and the school board all echo these values as they discuss the work and mission of the school. (Standard 1)

CCS established a God-honoring organizational structure with an articulated chain of command flowing down from the school board through the administrator (head of school) and into five departments. The Self-Study included evidence of the School Board's regularly repeated self-evaluation. CCS leadership reflects a Christ-centered governance model. CCS maintains compliance with applicable laws and regulations. (Standard 2)

The CCS School Board, administration, and staff realize the importance of developing strategic plans to accomplish the mission of the school. CCS has dedicated time and resources to the Continuous School Improvement Plan. The administration, board, staff, and parents have worked together to create a vision connected to their CSIP. However, in the CSIP and other segments of the school's planning, more programmatic and systematic processes and procedures are needed to continue growing in positive ways. (Standards 2, 3, 6, and 8)

CCS has demonstrated a commitment to providing students a rigorous academic experience through a variety of academic offerings. CCS provides a well-crafted Christian educational program that provides opportunities for student development in and out of the classroom. Students encounter numerous opportunities for career and college readiness while honoring Christ with their lives. Opportunities for career certifications, strength and career assessments, and accelerated mathematics and science programs in connection with the local community college, intermediate school district, and Battle Creek Area Math and Science Center provide students with critical growth opportunities and services. CCS has made an intentional commitment to inclusion education. They have an established partnership with All Belong. CCS has hired two certified K-12 student support staff and three paraprofessionals in the elementary classrooms to support students on educational plans. Based on parent and faculty interviews, this commitment to inclusive learners is valued because student learner needs are acknowledged and addressed. These instructional strategies provide students the opportunity to succeed at every level of the learning spectrum. (Standards 3 and 5)

CCS staff truly have an intentional, programmatic, and heartfelt commitment to see their students growing in relationship with Christ and living as examples of Christian love and service in the community. Spiritual formation is thoughtful, purposeful, and there is a Christ-honoring ethos. Community and family are more than cliche terms at CCS; rather, they reflect the mission of CCS to have students uphold God's truth and serve their school, community, and the world. Strong and appropriate discipleship-based relationships are evident at every grade level and in every classroom and conversation. There is clear evidence that students respect their teachers and feel very safe in approaching them. Interviews with everyone involved revealed that CCS exposes students to mentoring and discipleship experiences that are intentional, organized, and supported by all staff and faculty. Chapels, mission trips, and classroom programming provide students with exposure to Christlike adults and peers who mentor, lead, and disciple them toward maturity in Christ. The School Board, administration, faculty, staff, and students reflect Christlike attitudes and character in interactions with others, instructional programming, sensitivity, and responsiveness to student needs and growth. (Standard 7)

CCS has a well-defined mission and a definite alignment of its actions to it. A positive, Christ-honoring culture in which students are both educated and nurtured is unmistakable. By integrating major recommendations from this report into the CSIP, the school will be well-rooted to grow in the coming years. CCS should plan with vigor and intentionality to capitalize on the strong sense of unity and confidence in their leadership from all groups of their constituency. CCS is positioned for a move of God's favor.

# Statement of Appreciation to the School

The visiting team was warmly welcomed on Sunday afternoon by Mrs. Belote. We were given a tour and a brief history of the school. Afterward, we were shown to our home-away-from-home for the next three days, the Chapel, where we would do most of our work. The staff went out of their way to ensure we had everything needed to complete our task, including chocolate.

CCS's administrators adjusted their schedules to be available for interviews and questions. Teachers patiently allowed us to interrupt their teaching time, and staff members were willing to stop their essential jobs to talk with us for a few minutes. Parents and board members gave up personal time, and students missed valuable class instruction to chat with us and answer our questions. We felt honored to be given so much time from so many individuals from the CCS community.

The friendliness and hospitality of everyone we met made us feel like we were right at home. It was apparent that the CCS family is a body of fellow brothers and sisters in Christ. We are grateful for their kind and caring attitude. The accommodations provided were comfortable and clean, and the school gave special attention to the provision of our meals and our preferred snacks and drinks. Everyone was so accommodating. When needed, we received special assistance to gather or find whatever we needed. CCS's generous hospitality revealed a genuine heart for others.

We want to express our appreciation to the parents and students of CCS. The parents' sacrifice to enroll their children in a Christian school and partner with Calhoun Christian School demonstrates their commitment to academic excellence grounded and rooted in biblical truths. The students we met were open and honest in their responses, and those we did not meet personally still went out of their way to offer us directions or a friendly "hello!" throughout our visit.

Finally, we want to give special thanks to Mrs. Necia DiTrapani, who admirably fulfilled her role as the hospitality coordinator. She took excellent care of us. Her kind smile, attention to detail, and friendly demeanor added to a wonderful visit. Mrs. DiTrapani was a tremendous ambassador of CCS and a faithful servant of our Lord Jesus Christ.

Thank you for allowing us to visit your campus, and may the Lord bless and keep your school.

# Next Steps

The school will receive the visiting team's draft within 30 days of the visit.  A copy will go to the appropriate regional office for consideration by the regional commission at their next regularly scheduled meeting.  Those meetings happen twice a year.  The commission may make changes in the report, if deemed necessary.  They will determine the accreditation status and terms for the accreditation period.

If the school is working through a dual accreditation process, the self-study and visiting team report are forwarded to the partner association along with any additional documentation required. That association will communicate directly to the school regarding its accreditation decision.

In the period after the final copy of the report is received, the school is expected to review and communicate the findings, address the recommendations and include them in the school improvement process, continue to report progress on annual reports to ACSI, and maintain accreditation standards.

Accreditation makes a statement about the past, present, and future of a school.  In the past, the school has worked hard to meet the standards at a level that shows compliance or above.  In the present, accreditation signifies a stamp of approval by ACSI as the accrediting body through the work of a group of peers who know what makes a quality Christian education institution.  Finally, accreditation also signifies a commitment to ongoing continuous school improvement as it develops appropriate plans and monitors them for the benefit of student growth and achievement in all areas.

# Roster of Team Members

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