

**School Accreditation Midterm
Visiting Committee Report**

**Okinawa Christian School International
Yomitan, Okinawa, Japan**

Grades Accredited: K-12

March 29-31, 2009

Submitted to the
Accreditation Commission
of the
Association of Christian Schools International (ACSI)
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Section I: School Profile

A. Historical Overview:

Okinawa Christian School International (OCSI) was founded in 1957 as a school for missionary children. The school grew rapidly and expanded the community it served to include the English speaking, international community of Okinawa and currently includes students from both Christian and non-Christian homes. The majority of the student population is Asian/bi-racial. When Okinawa was returned to the Japanese government in 1972, regulations were instituted that greatly impacted OCSI. In order to obtain non-profit corporation status, the school had to agree to no longer admit Japanese citizens of compulsory school age. At the same time the American military presence was reduced. These combined to reduce the size of the student body to less than half of its former size. In recent years the local governments have relaxed these restrictions allowing Japanese families to send their children to an international school. By 1980, the school's enrollment began to increase and has grown to its present enrollment of about 373 students. To maintain community outreach a pre-school, a daytime adult ESL class, an afternoon juku, and an ESL night school were begun. In June of 1996 the school moved to its present facility in Yomitan Village. The property consists of more than 7.3 acres and includes a large classroom complex with 35 classrooms (including 2 libraries, 3 computer labs, a science lab, and a home economics room), a cafeteria, offices, a full-service gymnasium, a 16 unit-housing complex, and a variety of out-buildings and other facilities. The campus is in a beautiful rural setting on a hillside overlooking the East China Sea. In its years of ministry the school has served more than 5,000 students representing 24 nationalities. OCSI continues to be a light in the community, serving a culturally diverse population and impacting the lives of many students and families for Christ.

B. Demographic Portrait:

Student Body

OCSI has a student body represented by eight countries including England, Germany, India, Japan, Korea, Philippines, Switzerland and USA. Approximately 7% of the student body are children of missionaries, but most of the remaining student body come from non-Christian homes. At any one time about 50% of the students have made personal commitments to Christ. The others profess either no faith or one of the Asian religions. The majority of our students are Amerasian and use Japanese as their primary language at home.

Enrollment: Kindergarten 39

Grades 1-5 153

Middle School 92

High School 89

ESL 0

TOTAL 373

Teacher-Student Ratio: 1:10

Citizenship: USA 27%

Japan 33%

Dual Citizenship 35%

Korea 3%

Philippines 1%

India 1%

Personnel

The governing body of OCSI is a seven-member board made up of the superintendent and six missionaries or Christian workers who live on the island. The board members serve two-year terms and may be re-elected by the Okinawa Christian School Mission, which is an organization, made up of Christian parents, employees, and other friends of the school. Each faculty and staff member has been prayerfully chosen to work in partnership with parents to love, nurture, and teach the children. A team of 63 employees including 24 staff and 39 faculty work together to provide the human resources to fulfill the mission of the school.

C. Future Vision:

It is the desire of OCSI to equip students to be lifelong active learners who:

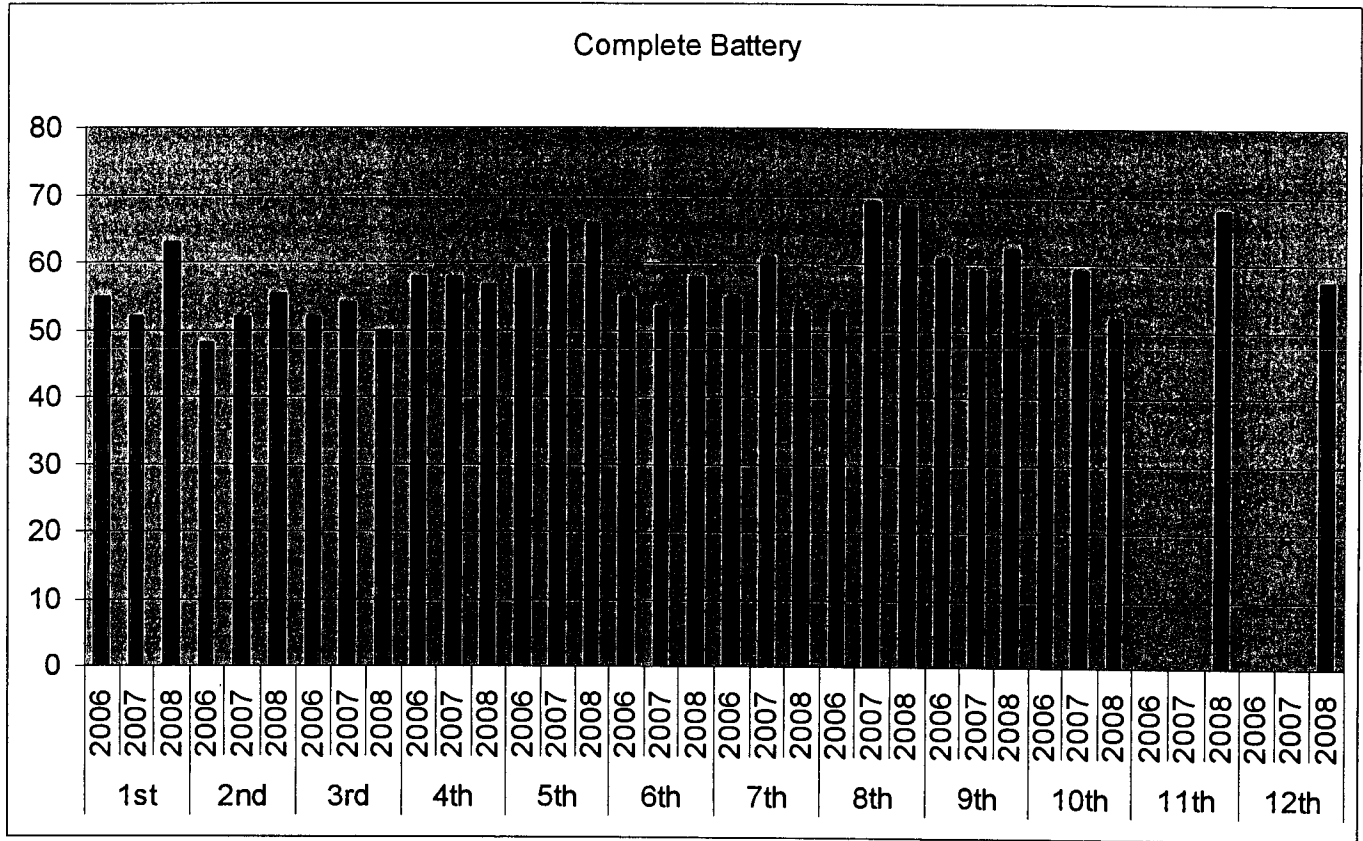
- Have a personal relationship with Christ
- Develop a Christian worldview, grow in their Christian faith, know God's love, and desire to care for others
- Fulfill the Great Commission of Mathew 28:19-20
- Are active in a local church
- Can read, write, and speak English at a college entry level at graduation.
- Use modern technology effectively, and have a foundational knowledge in history, math, science, geography, English, health, fine arts, and physical education
- Are information literate, knowing how to research, analyze, evaluate and apply information to real-life problems
- Are functional in cross-cultural settings

It is our solid hope that OCSI graduates will fully understand who they are in Christ and their own special calling, in order to impact the world and culture in which they live to the Glory of God.

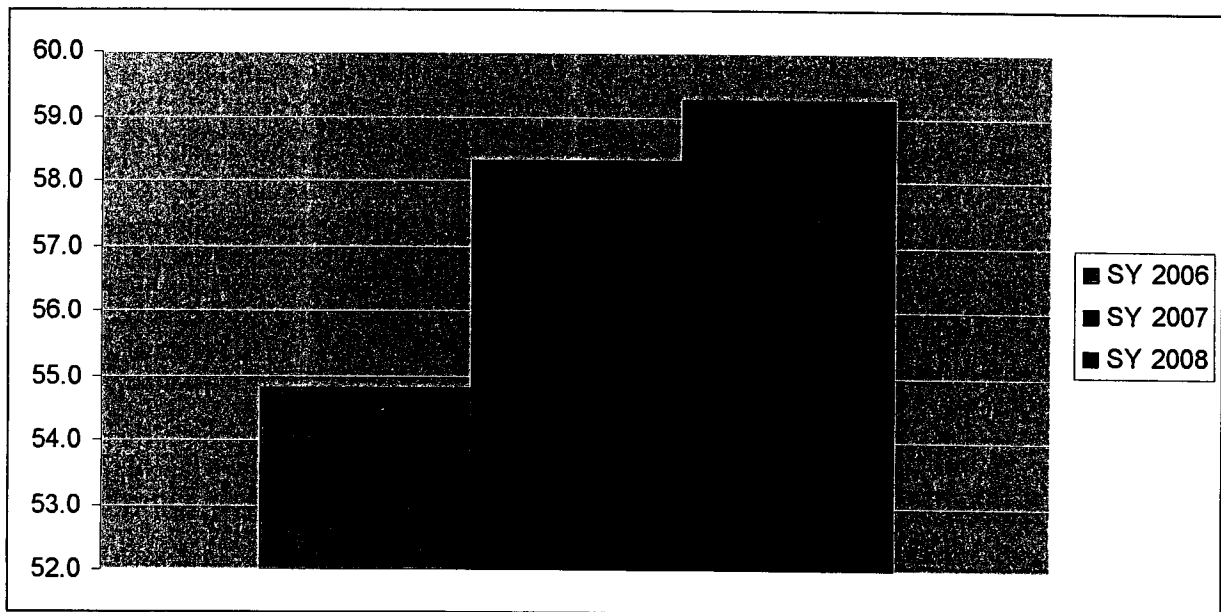
It is OCSI's hope to increase the number of students we serve to 440 by 2012. This increase will not only increase the ministry outreach of OCSI, but it will also provide the financial resources necessary to offer a quality education at a rate affordable to the families of Okinawa.

D. Achievement levels and Accomplishments

1. Since our accreditation in 2006 we have increased our enrollment from 340 to 373.
2. The chart below reflects our SAT 10 percentile scores over the past three years.



All but one bar meets our school goal of above the 50th percentile. We see an overall increase of 8% from 2006-2008 on the school average of the complete battery percentile scores.



College Attendance of Graduates for the Past 3 Years:
 Total graduates 68
 Total attending college 52--- USA 38 Japan 7 Other Countries 7
 Total joining military 3

Section II: Progress on the School Action Plan and Major Recommendations

Major recommendations left by the previous Visiting Committee that been satisfactorily addressed by the school have been moved to Major Commendations. The Midterm Committee is leaving one major recommendation.

A school action plan entitled *GROW* was devised primarily in response to the four major recommendations included in the Visiting Committee Report submitted to the school on November 16, 2006.

Major Commendations

The committee commends:

1. **The board of directors, administration and staff for reviewing the school's Expected Student Outcomes (ESOs) and rewrite them into well defined and measurable results, allowing for more reliable assessment and efficient communication and integration into all aspects of the school program.**

The ESOs were included in the school action plan under *O–Outcome Development and Focus* and have been revised and numbered for easier reference. The principals have emphasized the ESOs in teacher's meetings, matching curriculum outcomes to ESOs as well as matching extracurricular program goals to ESOs to ensure that each part of our program has a purpose within our ESOs. Furthermore, curriculum standards and benchmarks are being updated within the framework of our ESOs.

ACSI Standard: Philosophy and Foundations; WASC Criteria: Organization for Student Learning; School Report, pp. 1-1, 1-3; interview with administration and staff; review of Expected Student Outcomes, Conference with administration, Review of action plan.

2. **The administration and staff for the development of a written process including a time line and assessment tools for evaluating ESOs to ensure that instructional decisions and school improvement plans are based on data.**

This recommendation was incorporated in the action plan point *G–Gather and Use Data to Make Educational Decisions*, step 4–Present SAR to School Stakeholders to Inform and Guide Decisions. Step 4 requires presentation of data to the board, administration, and faculty. Current available data has been posted on the school website for parent review. Skill writer is being implemented for the first time providing the means for reports and data. Language rubrics are ongoing. The social, spiritual, and physical aspects of the school program are being launched this spring with data being compiled for reports.

ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: pp. 5- 7, 5-8; interview with administration; Six Year Goals/Action Plans 2006-2012, Part I.3, Conference with administration, Review of action plan.

3. **The board of directors, administration, and staff for development of a comprehensive plan for multi-year enrollment projections to better serve the budgeting process. Since enrollment fees are the single most significant factor of income for the school, adequate enrollment projections would allow more accurate projections of income so that a more accurate budget may be developed for decision-making, staffing, etc., much earlier in the school year.**

This recommendation was addressed in the action plan point *W–Work Toward Projected Enrollment Increases*. The projection for the 2007-2008 school-year was 350. This goal was exceeded with an enrollment of 364. The goal for 2008-2009 was 365; currently the school is at 373. Action plan point *W* includes four steps. The first step lists projections through the 2011-2012 school year. The additional three steps include strategies for reaching those projected increases. Identification of these strategies has already resulted in the hiring of a development director and the implementation of new programs designed to attract new students, including English instruction for adult businessmen. Finally, discussions are ongoing as to the restructuring of tuition charges.

ACSI Standard: School Organization-Finance; WASC Criteria: Resource Management and Development-Resources; School Report: p. 2-10; interview with staff; Six-Year Goals/Action Plan 2006-2012, Part R, Conferences with board, administration, and development director, Review of action plan.

4. **The administration and faculty for defining and implementing a system for:**
- accumulation of student performance assessment data
 - tabulation and presentation formats
 - disaggregation by group and sub-groups
 - publication of multi-year results in detail and graphic forms
 - distribution of results to all stakeholders
 - decision-making for individual student and program improvement based on data.

This recommendation called for making a more comprehensive set of tools to collect data that supports learning. Action Plan point *G* step one was devised in response to this. Furthermore, Major Recommendation Four and the Corresponding Action Plan point *G* step 3 called for adding additional disaggregation by group and sub-groups. This committee confirmed significant evidence of progress in this area. Tabulation of data is now readily available to all stakeholders.

ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report, pp. 5-2 through 5-62, 7-8, 7-9; interview with administration and staff; Mid-Term Visiting Committee Report, 2003, "New Major Recommendations", Number 1; Far East Interim Report Recommendations, 2004, New Major Recommendations, Number 1; Six-Year Goals/Action Plans 2006-2012, Part I.2 & I.3, Conference with administration, Review of action plan.

5. **The board, administration, and faculty for the development and implementation of a well-defined Action Plan called "GROW".**

Point **R—Retain Teachers Longer** is the only action plan item that was not related to a major recommendation left by the previous visiting committee. It called for a step to be added to increase teacher retention. The school has evidenced the retention level increase with an increased number of second contracts signed this year. Much of this was due to focusing recruitment on individuals who were more likely to stay for a longer period of time. The compensation package has not been significantly changed, due to budget constraints. However, preliminary measures to enable this have been set in motion with the move to partner with Resources in Christian Education (RCE) and the inauguration of new efforts in development that are being implemented by the newly hired development director.

Each area of the Action Plan "**GROW**" is being addressed and most has been completed. OCSI is doing an excellent job with school improvement and is on schedule with all action plan items.

Major Recommendation

The Committee Recommends:

That the school board, administration, and IT staff research the possibilities for increasing computer bandwidth for internet access via wireless or microwave signals, which will greatly improve the speed of signal transmission and thus enhancing computer access to internet resources.

Section III: Response to Sectional Recommendations

The Midterm Committee assesses recommendations left below by the 2006 Visiting Committee. Four sectional recommendations have been left for the school to address.

SECTION 1.0: PHILOSOPHY AND FOUNDATIONS

1. That the board of directors and administration develop additional tools to assess the accomplishment of the school's mission and vision as well as the degree to which the philosophy is implemented, in order to provide data for focused school improvement.

ACSI Standard: Philosophy and Foundations; WASC Criteria: Organization for Student Learning; School Report, p. 1-3; interview with administration.

Visitation Findings:

ESOs have been developed to reflect the philosophy and mission through refined student outcomes. The school is in process of updating their curriculum to better reflect a Christian worldview and thorough biblical integration. This is being made more feasible through the utilization of a new Rubicon software program that allows school personnel to view how the philosophy is being implemented into everyday lesson planning.

2. That the board of directors, administration and staff review the school's Expected Student Outcomes (ESO) and rewrite them into well defined and measurable results, allowing for more reliable assessment and efficient communication and integration into all aspects of the school program.

ACSI Standard: Philosophy and Foundations; WASC Criteria: Organization for Student Learning; School Report, pp. 1-1, 1-3; interview with administration and staff; review of Expected Student Outcomes.

Visitation Findings:

ESOs have been successfully written to be more defined and measurable. The ESOs have been approved by the board and implemented. See Major Commendation #1 above.

SECTION 2.0: SCHOOL ORGANIZATION—ADMISSIONS

1. That the administration and staff develop a written means to objectively assess the level of adjustment and satisfaction of newly enrolled students, providing data for improvement of services.

ACSI Standard: School Organization-Admissions; WASC Criteria: Organization for Student Learning-School Leadership; School Report: p. 2-2.

Visitation Findings:

The school conducted a recent parent survey, as part of the re-registration process to gather information that informs the school of parent and student needs and issues. This is enabling school to more effectively implement needed school improvements. A new parent survey is being developed for implementation in October 2009.

2. That the board of directors and administration increase funding for the financial aid program to accommodate more qualified families, broadening the school's socio-economic base and expanding diversity within the school community.

ACSI Standard: School Organization-Admissions; WASC Criteria: Organization for Student Learning-School Leadership; School Report: p. 2-3; Six Year Goals/Action Plans 2006-2012, Part 1.3.

Visitation Findings:

The school is offering need-based tuition discounts to families in need. Financial aid is being awarded each year in increasing amounts.

SECTION 2.0: SCHOOL ORGANIZATION—GOVERNANCE

1. That the board of directors and administration develop a plan for systematic review of the board policy manual to ensure a current reflection of all policies and practices.
ACSI Standard: School Organization-Governance; WASC Criteria: Organization for Student Learning-Governance; Standards Checklist; interview with administration, review of school documents.

Visitation Findings:

A plan was developed to include time for review of the board policy manual in each monthly board meeting. This plan has been followed in approximately half of the board meetings since that time, as well as larger segments of time that are devoted at annual board retreats.

2. That the board of directors and administration develop a formal procedure for gathering feedback from employees to provide for effective communication throughout the school.
ACSI Standard: School Organization-Governance; WASC Criteria: Organization for Student Learning-Governance; School Report: p. 2-8; interview with administration and staff; Six Year Goals/Action Plans 2006-2012, Part O.2).

Visitation Findings:

Employee feedback is gathered informally through teacher/administrator conferences and formally through a teacher survey. For each major event the administrators conduct and after-action report that asks for feedback from each employee involved in the event. Teacher self-evaluation forms are being utilized and the staff/faculty survey is being converted to an electronic form for ease of distribution and collection of data.

SECTION 2.0: SCHOOL ORGANIZATION—FINANCE

1. **That the board of directors, administration, and staff develop a comprehensive plan for multi-year enrollment projections to better serve the budgeting process. Since enrollment fees are the single most significant factor of income for the school, adequate enrollment projections would allow more accurate projections of income so that a more accurate budget may be developed for decision-making, staffing, etc., much earlier in the school year.**
ACSI Standard: School Organization-Finance; WASC Criteria: Resource Management and Development-Resources; School Report: p. 2-10; interview with staff; Six-Year Goals/Action Plan 2006-2012, Part R.

Visitation Findings:

This recommendation has been met. See Major Commendation #3 above.

2. That the board of directors, administration, and staff develop a standardized order process among administrators so that payment due dates and payment methods can be known and planned for in advance by the business manager, reducing confusion about the process.
ACSI Standard: School Organization-Finance; WASC Criteria: Resource Management and Development-Resources; School Report: p. 2-12; interview with staff.

Visitation Findings:

This recommendation is nearing completion. Ordering and payments are now being transferred and coordinated through one person, the office manager.

3. That the board of directors, administration, and staff develop a long-range development plan, including increasing income sources and debt retirement, in order to insure the financial stability of the school.
ACSI Standard: School Organization-Finance; WASC Criteria: Resource Management and Development-Resources; School Report: pp. 2-16, 2-17; interview with staff; Six-Year Goals/Action Plans 2006-2012, Part R.

Visitation Findings:

In the 2007-08 school year much research was done by the board under the direction of the development director. The first draft of the development plan (2008-2012) was written by the development director. The development plan is going through some final revisions before final adoption by the Board of Directors in April.

4. That the board of directors, administration, and staff develop strategies and plans to attract new students and/or find other revenue sources in the near future.
ACSI Standard: School Organization-Finance; WASC Criteria: Resource Management and Development-Resources; School Report: p. 2-17; interview with staff; Prior Visiting Committee Report, 2003: p. 23; Six Year Goals/Action Plans 2006-2012, Part M.1.

Visitation Findings:

Two significant programs to attract new students are ready for implementation. Other strategies and plans for revenue growth and financial stability are included in the development plan.

5. That the board of directors, administration, and staff develop plans for greater parental awareness of OCSI's support structure and financial shape, providing additional support and involvement from the parent community.
ACSI Standard: School Organization-Finance; WASC Criteria: Resource Management and Development-Resources; School Report: pp. 2-14, 2-15, 2-17; interview with staff; Six Year Goals/Action Plans 2006-2012, Part R.7.

Visitation Findings:

OCSI makes use of the OCSI.org website, in coordination with information distributed as part of early fundraising efforts (Walkathon and Bazaar), to create parental awareness of OCSI's financial position.

SECTION 3.0: SCHOOL, HOME AND COMMUNITY

1. That the administration and staff develop a system for tracking re-enrollment data in order to have the information needed for budgetary planning and projecting staff/teacher needs.
ACSI Standard: School, Home and Community; WASC Criteria: Support for Student Personal and Academic Growth; School Report: p. 3-1; interview with administration and staff.

Visitation Findings:

Currently both the elementary and secondary principals track this information separately using online shared documentations and quarterly reports. A school-wide system that would provide this information in an automated format for use by the financial offices as well as by administration has not been developed. This feature is projected to be added to the Focus SIS recordkeeping system by school year 2009-10.

The Committee Recommends:

That the administration and staff complete the system for tracking re-enrollment data in order to have the information needed for budgetary planning and projecting staff/teacher needs.

2. That the administration and staff develop a plan for obtaining more useful information in respect to reasons for student withdrawal in order analyze trends and make decisions based on data.
ACSI Standard: School, Home and Community; WASC Criteria: Support for Student Personal and Academic Growth; School Report: p. 3-2; interview with administration and staff.

Visitation Findings:

A shared online document was created for the principals to input information related to student withdrawal and reasons for withdrawal.

3. That the administration develop strategies for increased connection to alumni in order to enhance school evaluation and create potential resources for future development.
ACSI Standard: School, Home and Community; WASC Criteria: Support for Student Personal and Academic Growth; School Report: p. 3-3; interview with board and administration; Six Year Goals/Action Plans 2006-2012, Part P.3.

Visitation Findings:

A new alumni website was created and launched June of 2008 that provides information and updates relevant to OCSI alumni. The development director sends out frequent emails providing information pertaining to school events and opportunities for involvement.

4. That the board of directors and administration develop and implement strategies to strengthen relationships with local ministries to facilitate partnership in evangelizing and making disciples of students and their families. *ACSI Standard: School, Home and Community; WASC Criteria: Support for Student Personal and Academic Growth; School Report: pp. 3-5, 3-6; interview with board and administration; Six Year Goals/Action Plans 2006-2012, Part P.2.*

Visitation Findings:

A new chaplain has been hired to focus on developing relationships with local pastors by visiting different churches each week. New student ministries to the community are being developed and a parent Bible study has been formed. Teachers are working to disciple students in after school clubs. Additionally, a pastors' luncheon was sponsored this school year and was attended by 40 pastors.

SECTION 4.0: SCHOOL PERSONNEL

1. That the board of directors and administration develop a broader range of strategies to recruit more experienced teachers who will commit to long term service, in order to lessen teacher turn over and build stability and continuity of service. *ACSI Standard: School Personnel; WASC Criteria: Organization for Student Learning; School Report: pp. 4-8, 4-6, 4-14; interviews with board, administration, staff, parents, students; Six Year Goals/Action Plans 2006-2012, Part P.7.*

Visitation Findings:

Recruitment efforts have shifted away from college campuses, focusing instead on the services of Interchristo, ChristianTeaching.Com, and Mission Teach, as well as having a physical presence at ACSI Conventions. This is resulting in a sharp upward shift on the average age of new missionary recruits which is providing increased longevity in terms of service.

SECTION 5.0: INSTRUCTIONAL PROGRAM

The Committee Commends:

The administration and faculty for significant progress throughout the instructional program, enhancing student instruction and achievement.

The Committee Recommends:

That the school board, administration, and IT staff research the possibilities for increasing computer bandwidth for internet access via wireless or microwave signals, which will greatly improve the speed of signal transmission and thus enhancing computer access to internet resources.

SECTION 6.0: LIBRARY, MEDIA RESOURCES AND TECHNOLOGY

1. That the board of directors, administration and staff acquire library reference materials for chemistry, physics, and science topics such as plants, fungi, insects and ecology, etc., to support the curriculum and strengthen instruction. *ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 6-2, 6-4; interview with staff; Six-Year Goals/Action Plans 2006-2012, Part I.6.*

Visitation Findings:

The administration and faculty reviewed this recommendation to acquire reference materials as noted above. After review school personnel determined that it is in their best interest to pursue access of curricular reference material through reliable online media resources. This appears to be a well thought out and wise decision for the school.

- That the board of directors, administration and staff implement the plan to acquire additional Accelerated Reader titles in the range from 0.5-1.0, more titles up to 3.9 book level, and additional non-fiction books for young readers. *ACSI Standard: Library, Media Resources and Technology; WASC Criteria: Curriculum and Instruction, Resource Management and Development; School Report: p. 6-4; interview with staff; Six-Year Goals/Action Plans 2006-2012, Part I.6.*

Visitation Findings:

During the 2006-2009 school years approximately 1,200 new Accelerated Reading tests have been purchased for the library. Emphasis has been placed on purchasing tests for books already in the library system between the levels of 0.5-3.9, as well as from 5.0 to 8.0. In addition the Accelerated Reading database for both the elementary and secondary libraries were combined to allow students of various grade levels to access any tests currently in the system. Quiz List, an online service has also been acquired to allow students greater research opportunities.

- That the board of directors, administration and staff acquire additional Christian fiction books for recreational reading for all grade levels. *ACSI Standard: Library, Media Resources and Technology; WASC Criteria: Curriculum and Instruction, Resource Management and Development; School Report: p. 6-4; interview with staff; Six-Year Goals/Action Plans 2006-2012, Part I.6.*

Visitation Findings:

New fiction books for all grade levels have been purchased and added to the library through the library budget and a Parent/Teacher sponsored program called, *Adopt a Book*. The book adoption program allows parents to donate quality literature to the school. Approximately 200 new titles have been added to the library system through these two means.

SECTION 7.0: STUDENT SERVICES—STUDENT ACTIVITIES

- That the board of directors, administration, and activities advisors evaluate and assess the overall program to ensure objectives and students' interests are being met in all departments, and increase motivation for learning. *ACSI Standard: Student Services-Student Activities; WASC Criteria: Support for Student Personal and Academic Growth; School Report: p. 7-16; interview with staff.*

Visitation Findings:

Both the elementary and secondary departments have prepared individual descriptions of each activity offered during the academic year. These have been aligned with the school's approved Expected Student Outcomes and added to the teacher handbooks. Staff and faculty in each department complete an *After Action Report* for assessment purposes.

- That the board of directors, administration, and instructional staff develop tools to measure social, physical, and spiritual achievement of the expected student outcomes for evaluation, verification, and/or modification of the existing student activities program. *ACSI Standard: Student Services-Student Activities; WASC Criteria: Support for Student Personal and Academic Growth; School Report: p. 7-16; Six Year Goals/Action Plans 2006-2012, Part I.3.*

Visitation Findings:

A student survey was developed and currently being refined to measure the social, physical, and spiritual achievement of ESOs.

SECTION 7.0: STUDENT SERVICES—GUIDANCE SERVICES

- That the administration develop a program to better equip teachers in identifying students who may have special needs in order to provide early intervention or recommend accommodations. *ACSI Standard: Student Services-Guidance Services; WASC Criteria: Support for Student Personal and Academic Growth; School Report: pp. 7-10, 7-16; interview with administration and staff; Six Year Goals/Action Plans 2006-2012, Part I.7.*

Visitation Findings:

OCSI employed the services of a licensed psychologist to assess students who have long been a concern to teachers. This psychologist remains available for ongoing conferencing, follow-up, and future needs for students.

2. That the administration implement a formal process of referring students for counseling to ensure that all students have access to services and to provide equity in the referral process.
ACSI Standard: Student Services-Guidance Services; WASC Criteria: Support for Student Personal and Academic Growth; School Report: p. 7-10; interview with staff.

Visitation Findings:

The high school guidance counselor developed a form in 2007 for teacher use in referring students in need of counseling services. Administrators regularly communicate this process to the teachers to ensure that all teachers are aware of the procedure and form.

3. That the administration and instructional staff develop and implement a procedure for collecting and evaluating student information in order to support student learning and ensure a continuity of instruction.
ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-23; interview with administration; Six Year Goals/Action Plans 2006-2012, Part 1.3.

Visitation Findings:

The open source online for collecting and evaluating student data for both office and teacher use, called the FOCUS system has been fully launched for the middle and high schools. Adding the elementary grades would allow school-wide use of the FOCUS system and improve grade reporting.

The Committee Comments:

The administration and staff for the implementation of the Focus System of grade booking and reporting services, allowing for accurately recording, reporting and accessing students' grades at the secondary level.

The Committee Recommends:

That the administration and faculty further develop the Focus System grade booking and reporting services to meet the needs of the elementary school grades.

4. That the administration, guidance department, and instructional staff extend the use of standardized achievement tests to include elementary science and social studies, middle and high school Bible and all components for eleventh and twelfth grades, to provide measurement of student progress and provide data for improvement of curriculum and instruction.
ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: pp. 5-4, 5-19, 5-25, 5-26, 5-28, 5-40, 5-42, 5-44, 5-47, 5-49; interview with administration and staff; Six Year Goals/Action Plans 2006-2012, Part I.

Visitation Findings:

Standardized achievement testing has been expanded to include the areas of science, social studies, middle and high school Bible, and all components for eleventh and twelfth grades.

SECTION 7.0: STUDENT SERVICES—HEALTH SERVICES

1. That the administration and health services staff complete the translation of all relevant Japanese health regulations to ensure compliance when bi-lingual staff is not available.
ACSI Standard: Student Services; WASC Criteria: Organization for Student Learning, School Environment; School Report, pp. 7-12.

Visitation Findings:

Recommendation has not been met.

The Committee Recommends:

That the administration and health services staff complete the translation of all relevant Japanese health regulations to ensure compliance when bi-lingual staff is not available.

SECTION 8.0: SUPPORT SERVICES—TRANSPORTATION

1. That the board of directors, administration and staff develop plans to practice routine, scheduled bus evacuation drills for all students and staff, ensuring student safety in an emergency.
ACSI Standard: Student Services, Transportation; WASC Criteria: Organization for Student Learning; School Report: p. 8-5; interview with staff.

Visitation Findings:

Bus evacuation drills for all bus riders have been conducted annually for the past two years.

SECTION 8.0: SUPPORT SERVICES—FOOD SERVICES

1. That the administration and food services staff develop a plan for resolving the issues related to the distance of the kitchen from the cafeteria and the transportation of food between the two.
ACSI Standard: Student Services, Food Services; WASC Criteria: Organization for Student Learning; School Report: p. 8-2; interview with administration and staff; observation; Six Year Goals/Action Plans 2006-2012, Part V.3.

Visitation Findings:

Recommendation has not been met. After research and consideration it has been determined that budgetary constraints prohibit the relocation of the kitchen at the current time. Midterm committee is in agreement that a satisfactory program is in place.

2. That the board of directors, administration and food services staff evaluate, prioritize, and implement a comprehensive plan for future food service that will meet the changing needs of the school community.
ACSI Standard: Student Services, Food Services; WASC Criteria: Organization for Student Learning; School Report: p. 10-22; interview with administration; Six Year Goals/Action Plans 2006-2012, Part V.3.

Visitation Findings:

New menus have been created with a greater variety of dishes and more international flavor being prepared. Food services personnel are seeking to provide nutritional meals.

SECTION 8.0: SUPPORT SERVICES—SAFETY AND CRISIS PLANNING

1. That the administration and staff conduct bus evacuation drills to ensure that expectations are understood and conducted in a safe and orderly manner.
ACSI Standard: Student Services-Safety and Crisis Planning; WASC Criteria: Organization for Student Learning; School Report: pp. 8-3, 8-4.

Visitation Findings:

Bus evacuation drills for all bus riders have been conducted annually for the past two years.

SECTION 9.0: SCHOOL FACILITIES

1. That the board of directors and administration develop and implement a long-range strategic plan that addresses the current and future facilities needs of the school, including storage and air conditioning needs.
ACSI Standard: School Facilities; WASC Criteria: Resource Management and Development; School Report: pp. 9-3, 9-6, 9-8; interview with administration; Six Year Goals/Action Plans 2006-2012, Part V.2.

Visitation Findings:

A long-range site plan is in place and is reviewed frequently as decisions about capital improvements and other facility related matters are made.

2. That the maintenance personnel, instructional staff, and student workers implement a plan to ensure that the secondary classrooms are serviced or cleaned on a more consistent basis.
ACSI Standard: School Facilities; WASC Criteria: Resource Management and Development; School Report: p. 9-10.

Visitation Findings:

School appeared clean and well maintained during the midterm visit. The school's plan leans heavily on teacher direction and student help, requiring students to clean the classrooms which is a typical in schools throughout Okinawa in order to save budgetary resources and to encourage student responsibility and ownership.

Section IV: Significant Actions Taken Since Last Accreditation to Improve the School Program

God's grace working through His servants has led us to several areas of improvement at OCSI. We have been working faithfully to refine our organizational structure to better serve the governance of the school and more efficiently provide for our teachers. Currently OCSI is operated by Okinawa Christian School Mission which is registered in the State of New Jersey as a non-profit organization. The Okinawa Christian School Mission (OCSM) is comprised of school employees, parents, missionaries and full time Christian workers who ascribe to the school's statement of faith. The OCSM elects six members to the board of OCSI. The board is comprised of seven members, six are to be missionaries or full time Christian workers who live on the island and are members of the OCSM. The superintendent serves as the 7th member of the board and is appointed by the board. The school is also registered with the government of Japan as a non-profit foundation (Japanese term: Zaidan Hojin). OCSI has been in the process of changing our status in Japan from a Zaidan Hojin, a non-profit foundation, to a Jun Gakko Hojin, an organization registered as a school. OCSM would become the counsel of the Jun Gakko Hojin OCSI with slight adjustments permitted in its membership to also include alumni over the age of 25. The board would continue to be elected in the same way as it is currently done. OCSM formerly sponsored missionary teachers, providing for their compensation, benefits, visa sponsorship, field preparation and support. This has been outsourced to Resourcing Christian Education International (RCE) as of July 1st, 2008. OCSI pays RCE a set amount for each teacher. RCE in turn provides a pay and benefit package for the missionary teacher seconded to OCSI. OCSM has three major functions:

1. Governing Organization of OCSI- This will be transferred to the counsel of the Jun Gakko Hojin OCSI, which will be comprised of similar membership of OCSM.
2. Providing for the pay, benefit, support and sponsorship of OCSI missionary teachers- This has been outsourced to RCE.

3. Recruiting of Missionary teachers- This will be done through OCSI with support from RCE. OCSM, the US corporation, will be dissolved after the transition to a Jun Gakko Hojin is complete. OCSI plans to be operating as a Jun Gakko Hojin by April of 2010. We have been working to develop additional programs that will bring us additional finances to provide educational resources as well as opportunities for expanded ministry. Two programs we are adding are the Bridge Program and Business English. Advertisement for these was launched during this school year. The Bridge Program is scheduled to begin this April 2009. Through this program, we are planning to bring in up to 15 Japanese Jr. High School graduates who are advanced in English and are interested in studying abroad. We will provide them with a 16 month intensive ESL education, preparing them to enter our regular high school. They will be prepared for U.S. colleges, as they complete the final three years of high school. The Business English Program is a program designed to provide a ministry to Japanese business men. This program offers studies in English used in a business setting. We have an excellent opportunity to share the gospel with these men through this program. Studies show that when the man of the house is reached, the entire family usually follows. This program is slated to begin in April of 2009. In an effort to strengthen our instruction and assessment, we have made the following improvements. Our curriculum documents have been improved and updated, including a clearer connection between course and activity objectives and Expected School Outcomes (ESOs). The development of curriculum has been assisted with the addition of Rubicon software. This has given us increased supervision of curriculum as administrators now have the ability to more easily monitor progress in each course. It also has given us an effective tool for passing on curriculum to new teachers. We have added Mathletics software to be used with our K-8 curriculum, which has created enthusiasm for learning math. We have seen indications of improved math skills among our students. Skillwriter software has been added to the secondary school as an assessment and writing instructional tool. The secondary school has also added a new school record-keeping program called Focus SIS. This makes it easier for teachers to give regular feedback to students and parents on student progress. It has also made it easier for administrators to monitor classroom assessment and student records in each course. We have been able to make improvement to our facilities to enrich our educational environment. Improvements include the following:

- ✓ Computer system upgrade
- ✓ More projection units available for use in classrooms
- ✓ Introduced the use of Mimio and Elmo as classroom instructional tools
- ✓ Wireless access added throughout the school building
- ✓ A basketball court added to the elementary playground
- ✓ A play area resurfaced with rubberized tile.
- ✓ Kindergarten furniture was replaced
- ✓ High school locker bays have been refurbished
- ✓ Expanded and upgraded the fitness/weight room
- ✓ Added a new scoreboard to the gym
- ✓ Added a sound system to the gym
- ✓ Upgraded the sound and media system in the chapel
- ✓ Leased two new buses
- ✓ Applied non-slip paint to hallway floors

Section IV: Maintenance Standards

ACSI Accreditation Visit Standards Checklist

NAME OF SCHOOL Okinawa Christian School LOCATION Yomitan, Okinawa, Japan

SCHOOL YEAR 2008-09 DATE OF VISIT 3/29-3/31, 2009

PURPOSE: To indicate standards compliance at time of accreditation visit.

Please mark items with a *C* if *complete*, *P* if *in process*, *N* if *not addressed*, *NA* if *not applicable*.

1.0 Philosophy and Foundations

- C 1.1 The school must have a written, articulate, well-defined philosophy as well as vision, mission, and core values statements.
- C 1.2 The school's philosophy statement must demonstrate a Christian perspective on education and an understanding of the whole child: the students' spiritual formation as well as their intellectual, physical, and social growth and development; and the statement must demonstrate an appreciation of the unique features of the location and character of the school.
- C 1.3 The school must have a clear statement of faith that identifies the beliefs to which the school adheres and is consistent with the school's statement of philosophy.
- C 1.4 The school's philosophy statement must be collaboratively reviewed and regularly evaluated.
- C 1.5 The school's philosophy statement must be effectively communicated to all members of the school community.
- C 1.6 The school's philosophy statement must be consistently applied as an integrative, coordinating, and examining device throughout all aspects of the school's programs, operations, and curriculum.

2.0 School Organization

Admissions

- C 2.1 The school shall demonstrate that it is meeting the educational needs of all students who are admitted.
- C 2.2 The school's admissions policies and procedures must be clearly stated in writing and readily available to families seeking admission.
- C 2.3 The school must have a published statement of nondiscrimination and must demonstrate adherence to that policy. Race and ethnic background shall not be factors in admissions.

School Governance

- C 2.4 Each school must have a school board/committee/entity whose primary responsibilities include (1) development of general school governance policy, (2) hiring of the school administrator, (3) direction and planning, (4) financial stability of the institution, and (5) defining the role of the board and its committees.
- C 2.5 Board members must have a clear testimony of faith in Jesus Christ.
- C 2.6 All board decisions must demonstrate a pattern of regard for biblical principles, professional ethics, and high standards.
- C 2.7 The school must maintain (1) articles of incorporation and bylaws, (2) a current board policy manual, and (3) a current record of all board and committee meetings.
- C 2.8 A plan must be in place for orientation and training of school board/committee/entity members.
- C 2.9 The school board/committee/entity shall delegate the school leadership and administrative functions to a chief administrator, who is recognized as the head of the school and establishes administrative regulations and policy.
- C 2.10 The school board/committee/entity will conduct an annual formal written evaluation of the chief administrator.
- C 2.11 The school board/committee/entity shall give evidence of its unity and its support for the school and for the school administration and staff.
- C 2.12 The school board/committee/entity shall give evidence of board member liability insurance.

Finance

- C 2.13 The school must demonstrate that it has the financial resources to fulfill its mission and programs and that its financial operations are conducted with integrity and in accordance with biblical principles.
- C 2.14 A financial review by an outside auditor/reviewer is the minimum documentation of accountability accepted at the time of initial accreditation or at the time of renewal. The Annual Statement of Financial Practices is the minimum level of financial accountability required for the annual report.
- C 2.15 Total debt service, including both interest and principal payments, must not hinder the quality of the educational process.
- 2.16 The budget must be constructed carefully and managed properly. The budget must be realistic and adequate for the attainment of the school's stated goals.
- C 2.16.1 The budget planning process shall indicate the input from those affected by the various budget categories.
- C 2.16.2 The budget shall reflect an accurate cost for educating a student.
- C 2.16.3 The budget preparation shall demonstrate careful consideration of financial data.
- C 2.16.4 All fiscal aspects of the school must be reflected in the financial documents, including any special funds or accounts, off-budget items or programs, and categories of income.
- C 2.17 Schools must provide an adequate compensation package that reflects the training and services rendered by the employees in various employment categories.
- C 2.18 The income received from tuition shall be used for education-related expenses within the school.

3.0 School, Home, and Community

- C 3.1 A complete school unit is required for accreditation.
- C 3.2 Enrollment must be sufficient to establish the school's viability. A minimum of 75 students per unit (elementary, middle, or high school only) or 150 students for a complete unit (kindergarten through high school) is the general requirement.
- C 3.3 The length of the school day and year must comply with state laws (or local laws if applicable) and, in any case, should be established to meet recognized state standards for the number of instructional hours and days.
- C 3.4 The school must have completed two full years of operation.
- C 3.5 The school must conduct regular demographic assessments of its constituents in light of the stated mission
- C 3.6 The nondiscrimination statement of the school must be demonstrated in the actions, relationships, and programs of the school.
- C 3.7 The school should seek input from current and past students and from families to provide insight and information with regard to the learning process.

4.0 School Personnel

- 4.1 Character
- C 4.1.1 All school personnel must be evangelical, born-again persons with clear testimonies of their faith in Christ.
- C 4.1.2 The school shall have in place a code of ethics/lifestyle statement for all school personnel, each code or statement resulting in evidence of personnel who are exemplary Christian role models.
- C 4.1.3 The school personnel must indicate God's leading to ministry in the Christian school.
- C 4.1.4 School personnel must give evidence that their relationships with students, colleagues, parents, administration, and the board are biblically based, cooperative, and positive.
- C 4.1.5 All school personnel must have on file legally required background checks.

4.2 Training and Experience

- C* 4.2.1 All school administrators and teachers must hold at least a bachelor's degree from a college that is an accredited or recognized institution.
***MET EXCEPT FOR TEACHERS OF JAPANESE**
- P 4.2.2 Eighty percent of the faculty must hold ACSI certification (including full-time equivalents, or FTEs). International schools should meet the standard set for international schools.
- C 4.2.3 The chief administrator and all principals must hold an ACSI administrator's certificate.

4.3 Stability and Professional Development

- C 4.3.1 There must not be a pattern of excessive employee turnover.
- C 4.3.2 The chief administrator must not be in his/her first year at the school when the visiting team comes to evaluate.
- C 4.3.3 The use of part-time teachers shall be minimal and their effectiveness defensible.
- C 4.3.4 Professional development is an ongoing and integral part of the school.
- C 4.3.5 Professional development activities must be aligned with the specific goals and instructional programs of the school as well as with the performance assessment of each staff member.
- C 4.3.6 The school must have an ongoing plan for training staff in the philosophy of Christian education.

4.4 The Chief Administrator

- C 4.4.1 The school must designate a full-time staff person as the chief administrator. Schools with a faculty of five or more FTEs must have at least a half-time, on-site school administrator.
- C 4.4.2 Schools with a faculty of fifteen FTEs or more shall have a full-time, on-site chief administrative officer.
- C 4.4.3 The chief administrator shall report to or work directly with a school board or committee.
- C 4.4.4 The administrator(s) is the instructional leader of the school and has the responsibility for organizing the school's program to improve student performance.

4.5 Supervision and Evaluation

- P 4.5.1 Consistent effective supervision and evaluation shall be in place and followed according to policy for all school personnel.
- C 4.5.2 There is evidence that instruments and procedures for performance-based evaluation and for procedures regarding hiring, rehiring, and separation of employment are in place.
- C 4.5.3 Record keeping for all personnel files shall be organized and systematically stored.

4.6 Volunteers

- C 4.6.1 Policies and procedures are in place for utilizing volunteers within the school, including appropriate screening and accountability.

5.0 Instructional Program

5.1 Curriculum

The school's curriculum, including Bible as a core subject, shall give evidence that a biblical worldview is integrated and implemented into the instructional program and practices.

- C 5.1.1 The instructional program must emanate from a curriculum guide that is based on biblical truth and sound educational practices for each school division, for each program the school offers, and at every grade level.
- C 5.1.2 The curriculum guide must include (1) educational philosophy, (2) scope and sequence, (3) time frame, (4) overall instructional goals, (5) specific

instructional objectives, and (6) resources for instruction that are further defined in appendix E.

- C 5.1.3 The curriculum must evidence in its schoolwide learning goals that it meets the spiritual, intellectual, social, and physical needs of the students.
- C 5.1.4 The curriculum and instructional program must be formally evaluated on a systematic basis.

5.2 Instructional Strategies

Instructional strategies and learning activities are aligned with the student-learning goals and expectations that are delineated in the curriculum guide(s).

- C 5.2.1 The instructional strategies and learning activities focus on active learning and the achievement of essential knowledge and skills as well as on application of higher-order thinking.
- C 5.2.2 The school shall have a written classroom management policy that is implemented appropriately at all grade levels and is clearly communicated to the school community.
- C 5.2.3 Students are provided with a variety of opportunities to receive additional assistance to improve their learning beyond the initial classroom instruction (e.g., assistance provided by the teacher or classroom aide, a peer tutor, technology-based instructional resources).
- C 5.2.4 The school's instructional program will be sensitive in affirming each student's national and cultural identity, including the cultures surrounding the school.

5.3 Assessments

Assessments of student learning are aligned with clearly specified goals and expectations as described in the curriculum guide.

- C 5.3.1 A variety of methods for accurately assessing student achievement shall be utilized.
- C 5.3.2 Assessment results are used to measure student performance, evaluate teaching/learning experiences, and impact resource allocation decisions.
- C 5.3.3 Assessments of student learning shall be aligned with clearly specified and appropriate achievement expectations that are based on the school's goals and objectives.
- C 5.3.4 The methods and results of assessment shall be thoroughly reviewed on a consistent basis.

5.4 Instructional Materials

Instructional materials, supplies, and equipment shall be provided by the school in sufficient variety, quality, and amount in order to accomplish the goals of the entire instructional program.

- C 5.4.1 All instructional materials must be selected with appropriate faculty input.

5.5 Policies and Procedures

Policies and procedures must be established by the school to provide a framework for development, revision, and adjustment of the instructional program.

- C 5.5.1 The school must have a written policy regarding student-teacher ratio for each school division. Regular academic classes may not exceed 35 students for core-subject instruction.
- C 5.5.2 The school must have written policies regarding graduation requirements and granting of diplomas. In general, high schools (grades 9–12) shall require a minimum of 20 units for graduation, including Bible, foreign language, 4 years of English, 2 years of mathematics, 2 years of science, and 2 years of social studies. Any school not meeting state graduation or university admission requirements must give rationale for not meeting those requirements.

6.0 Library, Media Resources, and Technology

6.1 Materials Collection

- C 6.1.1 The school must have an appropriate, usable, and acceptable cataloged library of books that support the learning objectives of the instructional program of the school according to the following scale:
 A school with 75–199 students: 15 volumes per student with a 1,500-volume minimum base.
 A school with 200+ students: 10 volumes per student with a 3,000-volume base. The volume base may include reference sets and CDs according to the number of books contained on the CD.
 Notes:
 a. If sufficient equipment is not readily accessible to students for reading the discs, the volumes may not be counted as part of the collection.
 b. On-line access materials are not counted as part of the library collection.
- C 6.1.2 The number of periodicals and papers must be adequate for the size of the school.
 Note: Periodicals on discs may be counted as part of the collection provided the equipment to read them is readily accessible to the students.
- N/A 6.1.3 Consideration will be given to the use of outside library resources if they are nearby and readily available to students.
- C 6.1.4 Instructional media shall be adequate in quantity and balanced in variety according to the student population of the various divisions of the school.
- C 6.1.5 In schools that serve a multinational population, the library/media resources collection will reflect sensitivity to the complete student body by seeking to include resources from the students' countries of citizenship.
- C 6.1.6 Media resources shall be properly cataloged.
- C 6.1.7 The media center shall have a system for monitoring and analyzing circulation trends.
- C 6.1.8 Faculty members and students must have opportunities to offer input into the selection of those books and materials that will make up the media center collection and will support classroom instruction.

6.2 Technology

- C 6.2.1 Technology resources must be of adequate scope, quantity, and quality to support the total educational program and the business and administration of the school.
- C 6.2.2 The school follows a technology plan that includes the following components: philosophy, schoolwide goals, demographics, acceptable use policies, division-level scope and sequence, professional development plan, future development, and the acquisition, inventory, and maintenance of software and hardware.
- C 6.2.3 The school shall equip students to enter higher education or the workplace with competency in general technology and in information literacy skills.
- C 6.2.4 The school will instruct students so that they are able to use technology tools to collect information, collaborate with others, solve problems, make informed decisions, and present the products of their learning.
- C 6.2.5 The school shall instruct the students in ethical and moral use and evaluation of materials from any source, including the Internet, consistent with the school's biblical philosophy and values.

6.3 Personnel

- C 6.3.1 Library/media center and technology staff must be appropriately qualified to provide effective service to students, staff, and faculty.
- C 6.3.2 The person(s) responsible for the oversight of the library/media center and/or technology services must have at least a bachelor's degree.
- N/A 6.3.3 In a school of under 300 students, part-time personnel with appropriate training may be used to staff the library/media center provided they are under responsible supervision.

C 6.3.4 A school with a student body of 300 students or more must have at least a full-time person or the equivalent.

6.4 Professional Development

 P 6.4.1 An ongoing plan for professional growth in library science and technology for the media/technology personnel must be in place.

 C 6.4.2 Professional development is to be provided to advance teachers' skills in the use of technology in teaching.

 C 6.4.3 Administrators and staff are to have access to and training in the use of technology in the business and administration of the school.

6.5 Facilities

 C 6.5.1 The media center and technology resources shall be located so as to provide easy access to students, staff, and faculty.

 C 6.5.2 The media center and technology resources shall be accessible during hours sufficient to meet the needs of the students, staff, and faculty.

 C 6.5.3 Appropriate and sufficient space shall be provided for the library, media resources, and technology.

6.6 Budget

 C 6.6.1 Library/media services and technology must be appropriately supported through adequate funds provided in an annual budget.

 C 6.6.2 Representative faculty and staff input shall be sought in the budgeting process for library/media services and technology.

7.0 Student Services

Student Activities

 C 7.1 The goals of the student activities program must be stated in writing and must be consistent with the school's philosophy and mission.

 C 7.2 The activities for both genders shall be comparable in number and should reflect the gender mix of the student population.

 C 7.3 There must be an appropriate balance of athletic, academic, fine arts, and other interest-based activities.

 C 7.4 The staff members who serve as sponsors, advisors, or coaches of activities shall demonstrate their understanding of and agreement with the philosophy of the school as well as demonstrate their background and training.

 C 7.5 Sufficient facilities, appropriate personnel, and enough financial support must be available for each component of the student activities program.

Guidance Services

7.6 The school must have an organized and systematic method of providing guidance services to its students, a method based on biblical principles.

 C 7.6.1 The minimum services for an elementary and middle school/junior high are standardized testing, counseling, and referrals.

 C 7.6.2 The minimum services for a secondary school program include those in 7.6.1 as well as career/vocational information, college selection assistance, scholarship information, and pre-college testing.

 C 7.6.3 The school shall effectively communicate guidance services and information to parents.

 C 7.6.4 The school must have a process in place to identify and address students with special needs enrolled in the school.

 P 7.7 The school shall provide ongoing professional development opportunities for the guidance services personnel and must provide training and support for teachers and paraprofessionals handling guidance functions.

 C 7.8 Complete cumulative records for each student shall be carefully filed with appropriate procedures for transfer, archiving, and reference use.

- C 7.8.1 Cumulative records must be organized, current, and accessible only to authorized personnel.
- C 7.8.2 A policy must be in place for review of records by individuals who are not part of the school's professional staff (i.e., parents, social workers, and others).
- C 7.8.3 Cumulative files shall be kept in a fireproof location, or a duplicate copy (electronic or hard) must be kept in a separate place.
- C 7.9 The school must have a written policy for each school division regarding the transfer and acceptance of credits from various educational institutions, including home schools.
- C 7.10 The school staff must maintain standards of professional confidentiality as it pertains to records and information about students and parents.

Health Services

- C 7.11 The school must comply with all applicable local, state, and/or county health codes including those that address such issues as immunization schedules, communicable diseases, medical exams, screenings, blood-borne pathogens, and isolation standards.
- C 7.12 The school must have written policies and procedures for reporting indications of child abuse, and these policies and procedures must be in compliance with state laws.
- C 7.13 The school must have a plan and have available adequately trained personnel to deal with injuries, accidents, or other school-related health needs of students.
 - C 7.13.1 This plan must address both major and minor events.
 - C 7.13.2 The school must keep record of health services rendered to students.
 - C 7.13.3 The school must have an established procedure for the school staff to administer medications to students in compliance with state regulations.
- C 7.14 The school must have a plan for informing appropriate faculty about the unique health needs of individual students and about their responsibilities to these students.

8.0 Support Services

Transportation

- C 8.1 The school must ensure that all local, state, and federal requirements are met for the transportation of students.
- C 8.2 Vehicles and drivers used to transport students for any school activities shall follow the school's policies as well as any governmental and insurance regulations.
- C 8.3 Schools must have written transportation rules and regulations for students.
- C 8.4 The school must carry adequate liability, vehicle, and property-damage insurance policies.
- C 8.5 The school must have a policy for routine safety inspections, servicing, and repair of school-owned vehicles.
- C 8.6 The school must have a policy and procedure for reporting school vehicle accidents, including communication with parents, media, and the community

Food Services

- C 8.7 The food service areas shall give evidence of compliance with all relevant regulations including local, state, and federal regulations regarding the preparation, delivery, handling, and storage of food.
- C 8.8 Dining areas shall be clean, suitable in size, and accommodating to students and staff.

Safety and Crisis Planning

- C 8.9 The school must have a well-developed Crisis Management Plan that addresses natural disasters or other emergency situations, including communication with legal authorities, parents, media, and the community.
- C 8.10 The school must have a written procedure practiced by faculty, staff, and students to evacuate, secure, and isolate portions of the campus as needed in emergency situations.
- C 8.11 Faculty and staff members must be appropriately trained to handle emergency and disaster situations.

9.0 School Facilities

- C 9.1 The instructional and ancillary facilities shall meet the required local, state, and federal legal standards of fire protection, safety, sanitation, and health. They shall be approved for

occupancy as a school and shall accommodate the students and staff in such a way that a safe and pleasant setting is achieved.

 C 9.2 The facilities shall be suitable for the size of the school and its programs and shall be well maintained.

 C 9.3 Classrooms should meet acceptable square-footage standards.

 C 9.4 Facilities for large groups such as auditoriums and specific instructional areas such as laboratories and music, art, and computer science rooms shall be adequate for the number of students in these classes and for ensuring a quality instructional program.

 C 9.5 Recreation, common, and athletic areas shall be safe and large enough for the number of students.

10.0 School Improvement

 C 10.1 The school shall develop and annually update a School Improvement Plan that includes specific goals for the program, strategies for reaching these goals, and assessment and reporting procedures to determine whether the goals have been achieved. This plan must have significant focus on how it will promote student accomplishment of the schoolwide learning goals.