

# ACCREDITATION ENDORSEMENT

## The Christ-Centered Educational Services Standard

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

### COMMUNITY

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

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

### COLLABORATION

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

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

### CULTURE

*The school community has developed a culture of belonging.*

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



**ADD THIS ENDORSEMENT TO YOUR ACCREDITATION PROCESS!**

Download the complete standard at [clcnetwork.org/standard](https://clcnetwork.org/standard)