



International Christian Accrediting Association

Assurances and Organizational Context

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International Christian Accrediting Association (ICAA) Assurances and Organizational Context

The International Christian Accrediting Association (ICAA) is dedicated to advancing the cause of Christian education in our nation and abroad. By recognizing outstanding Christian programs and involving them in its accreditation process, ICAA seeks to develop into an accrediting body that establishes a reliable witness of the strength of Christian education to the glory of God.

This resource serves as a companion document to the AdvancED Standards for Quality Schools and provides additional faith-based content that will be used as part of the evaluation process for ICAA accreditation. During the evaluation process, schools seeking ICAA accreditation will be asked to conduct a self-assessment wherein they identify their performance Level on the AdvancED Standards and Indicators, as well as the ICAA Organizational Context found in this document. In addition, schools will be required to certify compliance with ICAA Assurances also contained herein. Through this self-assessment process, schools are guided through an in-depth internal evaluation of all areas of operations and programs, and provided an opportunity to develop the accountability and discipline required by quality Christian educational programs.

ICAA and AdvancED® have partnered in a commitment to deliver high quality school improvement and accreditation services to Christian schools. Through this partnership, ICAA schools become part of the AdvancED Global Community, gaining access to tools such as AdvancED's proprietary technology platform, the Adaptive System of School Improvement Support Tools (ASSIST®), which efficiently supports the end to end management of all school improvement activities.

Coupling the AdvancED Standards for Quality Schools and ICAA's unique cultural context for Christian schools into a single system and process offers Christian schools around the world a seamless and truly transformational accreditation and school improvement experience.

ICAA Assurances

Statement of Faith

The school has a written Statement of Faith that is sufficient to establish evangelical doctrine and guide spiritual growth appropriate to the school's various age/grade Levels.

Testimony of Faith – School Governing Authorities

All members of the governance structure of the school (both board and administration) affirm that they are born-again and supportive of the Statement of Faith and Christian philosophy of education espoused by the school.

Testimony of Faith – School Instructional and Support Personnel

All school personnel affirm that they are born-again and supportive of the Statement of Faith and Christian philosophy of education espoused by the school.

Spiritual Growth – School Personnel

All school administrators, faculty, and staff engage in a continuous program of spiritual growth.

Bible/Religious Instruction

Bible/religious courses are offered by the school for each age/grade Level and all full-time students are required to take Bible/religious courses each year they are enrolled in the school.



ICAA Organizational Context

INDICATOR 1.1

The school's unique Christian identity and culture as reflected in its vision, purpose/mission, Christian philosophy of education, and statement of faith is incorporated into the operations of the school.

Focus Question

How does the school demonstrate that its operations reflect its unique Christian cultural identity?

- Level 4** The school's vision, purpose/mission, philosophy, and statement of faith are well articulated and clearly delineate the Christian identity of the school. The school has been purposeful in ensuring that its culture is fully aligned with the Christian principles and values espoused in its vision, purpose/mission, philosophy, and statement of faith and the integration of those principles and values are evident throughout the school's operations.
- Level 3** The school's vision, purpose/mission, philosophy, and statement of faith provide a Christian foundation for the school and have informed its Christian identity. The school's culture reflects Christian principles and values consistent with its vision, purpose/mission, philosophy, and statement of faith. The school's vision, purpose/mission, philosophy, and statement of faith have informed the school's operations at a foundational Level but have not been fully implemented in the school.
- Level 2** The principles and values espoused in the school's vision, purpose/mission, philosophy, and statement of faith delineate the school's identity but do not have a significant impact in the day-to-day operations of the school. The school has begun the process of fully aligning its programs, services, and operations with the principles and values espoused in its vision, purpose/mission, philosophy, and statement of faith.
- Level 1** The school demonstrates a very weak or non-existent unique Christian identity and/or Christian culture. The school's statement of vision, purpose/mission, philosophy, and statement of faith do not impact the school's operations.

Suggested Evidence

- Philosophy included in key foundational documents*
- Handbooks, guides, membership/operational/employment policies incorporate elements of the foundational documents*
- Bible/religious classes/programs demonstrate alignment with the foundational documents*
- Business and other ancillary operations incorporate concepts delineated in the foundational documents*
- Meetings incorporate elements of the foundational documents*
- School personnel articulate the concepts delineated in the foundational documents*
- School personnel model Christian character and other vital aspects of the Christian faith*
- Other*

INDICATOR 1.2

The school demonstrates a Christian philosophy of education that encourages the spiritual, intellectual, social, and physical development of each student within the framework of biblical principles in collaboration with its stakeholders.

Focus Question

How does the school demonstrate that the spiritual, intellectual, social, and physical development of each student within the framework of biblical principles is encouraged through its Christian philosophy of education and the engagement of its stakeholders?

- Level 4** The school's Christian philosophy of education is well articulated and clearly informs the spiritual, intellectual, social, and physical development of each student within the framework of biblical principles. The school has established a comprehensive collaborative process involving its stakeholders to encourage the spiritual, intellectual, social, and physical development of students.
- Level 3** The school's Christian philosophy of education provides guidance for the spiritual, intellectual, social, and physical development of each student within the framework of biblical principles but that development is not fully aligned with the Christian philosophy of education. The school has established a collaborative process to engage its stakeholders to encourage the spiritual, intellectual, social, and physical development of students, but the process has not been fully implemented.
- Level 2** The school's philosophy of education informs the spiritual, intellectual, social, and physical development of each student within the framework of biblical principles in only a limited way. Limited attempts are made to collaboratively engage stakeholders to encourage the spiritual, intellectual, social, and physical development of students.
- Level 1** The school's Christian philosophy of education provides very little or no guidance to the development of the spiritual, intellectual, social, and physical development of each student within the framework of biblical principles. Little or no efforts have been made to collaboratively engage stakeholders to encourage the spiritual, intellectual, social, and physical development of students.

Suggested Evidence

- Philosophy incorporates Christian perspective*
- Philosophy includes elements of metaphysics, epistemology, and axiology*
- Curriculum demonstrates alignment with philosophy*
- Instructional practices demonstrate alignment with philosophy*
- Co- and extra-curricular programs demonstrate alignment with philosophy*
- School improvement planning reflect alignment with philosophy*
- Other*



ICAA Organizational Context

INDICATOR 1.3

The school demonstrates the use of current research in the review of its foundational documents (vision, purpose/mission, Christian philosophy of education, and statement of faith), and in the application of the principles and values espoused therein.

Focus Question

How does the school demonstrate that current research and trend data appropriately inform the review of its foundational documents and the application of the principles and values they contain?

Level 4 The school leadership has established a process to systematically review its foundational documents that incorporates the use of current writings, research, and/or trend data in areas related to vision, purpose/mission, Christian philosophy of education, and/or statement of faith as an integral part of that review. Current writings, research, and/or trend data in those areas have clearly and appropriately informed the application of the principles and values espoused by those foundational documents.

Level 3 The school leadership has established a process to systematically review its foundational documents that encourages the use of current writings, research, and/or trend data in areas related to vision, purpose/mission, Christian philosophy of education, and/or statement of faith to inform that review. The use of current writings, research, and/or trend data in those areas to inform the application of the principles and values espoused by the school's foundational documents is not fully developed.

Level 2 The school leadership is developing a process to systemically review its foundational documents that will incorporate the use of current writings, research, and/or trend data in areas related to vision, purpose/mission, Christian philosophy of education, and/or statement of faith. Limited attempts have been made to utilize current writings, research, and/or trend data in those areas to inform the application of the principles and values espoused by the school's foundational documents.

Level 1 The school leadership does not incorporate the use of current writings, research, and/or trend data in areas related to vision, purpose/mission, Christian philosophy of education, and/or statement of faith in the review of its foundational documents. Little or no efforts have been made to use current writings, research, and/or trend data to inform the application of the principles and values espoused by the school's foundational documents.

Suggested Evidence

- References/citations of research related to foundational documents*
- Professional development library*
- Board and/or other meeting minutes*
- Members of school governance are knowledgeable of current trends, writings, and/or research in areas related to foundational documents*
- School personnel are knowledgeable of current trends, writings, and/or research in areas related to foundational documents*
- Other*



INDICATOR 1.4

The school communicates the Christian philosophy of education and Statement of Faith to build stakeholder support

Focus Question

How does the school communicate its Christian philosophy of education and statement of faith to its stakeholders?

- Level 4** The school's Christian philosophy of education and statement of faith are clearly communicated to all stakeholders and fully understood by them.
- Level 3** The school's Christian philosophy of education and statement of faith have been communicated to all stakeholders. Stakeholders can articulate a general understanding of the school's Christian philosophy of education and statement of faith.
- Level 2** The school's Christian philosophy of education and statement of faith have been communicated to some stakeholders. Most stakeholders demonstrate limited knowledge and/or understanding of the Christian philosophy of education and statement of faith.
- Level 1** The school has made little or no attempts to communicate its Christian philosophy of education and statement of faith to its stakeholders. Stakeholders have little or no knowledge and/or understanding of the Christian philosophy of education and statement of faith.

Suggested Evidence

- Handbooks include philosophy and/or statement of faith*
- Website/page includes philosophy and/or statement of faith*
- Stakeholders are knowledgeable about the philosophy and statement of faith*
- Other*



ICAA Organizational Context

INDICATOR 1.5

The components of the foundational documents (vision, purpose/mission, Christian philosophy of education, statement of faith) are evident in professional development activities.

Focus Question

How does the school demonstrate that it incorporates the principles and values expressed in its vision, purpose/mission, Christian philosophy of education, and statement of faith into its professional development activities?

- Level 4** The school leadership has developed a professional development program that incorporates elements of the vision, purpose/mission, Christian philosophy of education, and statement of faith into various professional development activities. School personnel demonstrate a shared vision and a thorough and common understanding of the vision, purpose/mission, Christian philosophy of education, and statement of faith of the school. School personnel can relate various professional development activities to principles and values expressed in the foundational documents.
- Level 3** The school leadership has designed one or more professional activities that specifically address the school's vision, purpose/mission, Christian philosophy of education, and statement of faith. School personnel demonstrate a shared vision and articulate a common understanding of various components of the school's vision, purpose/mission, Christian philosophy of education, and statement of faith.
- Level 2** Components of the school's vision, purpose/mission, Christian philosophy of education, and/or statement of faith are incorporated into the professional development program in a limited way. School personnel receive little professional development that is related to components of the school's foundational documents. School personnel demonstrate only basic understanding of the school's vision, purpose/mission, Christian philosophy of education, and/or statement of faith and how components of those inform their work.
- Level 1** Components of the school's vision, purpose/mission, Christian philosophy of education, and/or statement of faith are not incorporated into professional development activities. Little or no efforts have been made to establish a common understanding of components of the foundational documents.

Suggested Evidence

- Teacher professional development portfolios*
- Schedule of school professional development activities*
- School personnel articulate the rationale for professional development goals/objectives*
- School personnel relate professional development activities to concepts delineated in the foundational documents*
- Other*

INDICATOR 1.6

The school has clear and measurable student spiritual formation goals related to biblical content, biblical worldview, Christian character, and Christian service.

Focus Question

What is the process by which student spiritual formation goals related to biblical content, biblical worldview, Christian character, and Christian service developed, reviewed, and revised?

- Level 4** The school has clearly defined, measurable student spiritual formation goals that are fully supported by school personnel and other school stakeholders. A system for comprehensive assessment of student development in the areas of biblical content, biblical worldview, Christian character, and Christian service has been developed that is fully aligned with the student spiritual formation goals.
- Level 3** The school has clearly defined, measurable student spiritual formation goals that are supported by school personnel and other school stakeholders. These goals serve as the focus for regular assessment of student spiritual formation in the areas of biblical content, biblical worldview, Christian character, and Christian service. However, there is no evidence that a system for comprehensive assessment of student development of spiritual formation goals has been developed and fully implemented.
- Level 2** The school is developing student spiritual formation goals that are clear and measurable. These goals will serve as the focus for assessing student spiritual formation in the areas of biblical content, biblical worldview, Christian character, and Christian service.
- Level 1** The school has not developed separate student spiritual formation goals or if such goals exist, they are not well-defined and measurable. Assessments of student spiritual formation, if any, are more ad hoc with no real focus toward definitive goals.

Suggested Evidence

- Student spiritual formation goals*
- Data reports generated from assessment of student spiritual formation goals.*
- Student honor code*
- School calendars include service opportunities for students*
- Lesson plans include objectives related to spiritual formation goals*
- School personnel are knowledgeable about student spiritual formation goals*
- School personnel demonstrate understanding of biblical worldview*
- Stakeholders are knowledgeable about student spiritual formation goals*
- Other*



ICAA Organizational Context

INDICATOR 1.7

The school regularly assesses student spiritual formation and programs related to spiritual formation, and utilizes the data to improve the school's spiritual formation programs

Focus Question

How does the school assess student spiritual formation and utilize the data from those assessments to improve its spiritual formation programs?

Level 4 A system for comprehensive assessment of student spiritual formation in the areas of biblical content, biblical worldview, Christian character, and Christian service has been developed that is fully aligned with student spiritual formation goals. Data from assessments of student spiritual formation are fully utilized to inform improvement of the school's spiritual formation programs.

Level 3 The school regularly assesses student spiritual formation in the areas of biblical content, biblical worldview, Christian character, and Christian service. Data from assessments of student spiritual formation are sometimes used to inform improvement of the school's spiritual formation programs.

Level 2 The school regularly assesses student spiritual formation and is developing a process to utilize the data to adequately inform improvement of the school's spiritual formation programs.

Level 1 The school does not assess student spiritual formation, or if it does assess, data from the assessments are not used to inform the improvement of the school's spiritual formation programs.

Suggested Evidence

- An assessment timeline*
- Assessment Data*
- Course evaluations*
- Surveys*
- Student Portfolios*
- Staff meet regularly to discuss student spiritual development*
- Staff meet to analyze data and align instruction*
- Other*



INDICATOR 1.8

The school ensures that student spiritual formation goals guide the development and implementation of Bible/religious instruction for each grade Level.

Focus Question

What is the process by which the school develops and implements its Bible/religious instructional programs to ensure they are aligned with the school's student spiritual formation goals?

Level 4 The school implements a curriculum to provide Bible/religious instruction for each grade Level based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes related to biblical content, biblical worldview, Christian character, and Christian service. The school has a formalized process to ensure that Bible/religious curriculum and instructional practices are aligned with student spiritual formation goals. Teachers consistently provide opportunities for students to apply their knowledge and skills acquired in Bible/religious classes to real world situations.

Level 3 The school implements a curriculum to provide Bible/religious instruction for each grade Level based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes related to biblical content, biblical worldview, Christian character, and Christian service. The school demonstrates evidence of alignment of the Bible/religious curriculum with student spiritual formation goals.

Level 2 The school implements a curriculum to provide Bible/religious instruction for each grade Level based on clear and measurable expectations for student learning that provides opportunities for students to acquire requisite knowledge, skills, and attitudes related to biblical content, biblical worldview, Christian character, and Christian service. The school has begun a process to fully align the Bible/religious curriculum and instructional practices with student spiritual formation goals.

Level 1 The school implements a curriculum to provide Bible/religious instruction for students that is not aligned with the school's student spiritual formation goals.

Suggested Evidence

- Bible/religious curriculum guides and scope and sequence and/or curriculum mapping demonstrates alignment with student spiritual formation goals*
- Policies related to review of Bible/religious curriculum*
- Master schedule reflects daily Bible/religious instruction for all age/grade Levels*
- Lesson plans indicate learning objectives consistent with spiritual formation goals*
- Staff can articulate curriculum sequencing and grouping as related to student spiritual formation goals*
- Staff meet to analyze data related to student spiritual formation and align Bible/religious instruction*
- Students are knowledgeable about the purposes and goals of Bible/religious instruction*
- Other*



ICAA Organizational Context

INDICATOR 1.9

The school ensures that biblical principles (biblical content, biblical worldview, Christian character, and Christian service) are integrated in all curricula (including any taught through alternative delivery methods).

Focus Question

How does the school ensure that biblical principles (biblical content, biblical worldview, Christian character, and/or Christian service) are embedded in all curricula and effective biblical integration is consistently implemented across the curriculum?

Level 4 The school implements a curriculum for each grade Level in which biblical principles are appropriately embedded in every content area. The school has a formalized process to ensure that biblical principles are embedded in all curricula and that instructional practices support biblical integration across the curriculum. Effective biblical integration is demonstrated through systemic implementation across the school. Teachers consistently provide opportunities for students to incorporate biblical principles through the application of their knowledge and skills to real world situations.

Level 3 The school implements a curriculum for each grade Level in which biblical principles are appropriately embedded in every content area. The school demonstrates that biblical principles are embedded in all curricula and that instructional practices support biblical integration across the curriculum. Teachers provide opportunities for students to incorporate biblical principles through the application of their knowledge and skills to real world situations.

Level 2 The school implements a curriculum for each grade Level in which biblical principles are appropriately embedded in every content area. The school has begun a process to ensure that biblical principles are embedded in all curricula and that instructional practices support biblical integration across the curriculum. Limited opportunities are provided for students to incorporate biblical principles through the application of their knowledge and skills to real world situations.

Level 1 The school has implemented a curriculum into which biblical principles have not been appropriately embedded in every content area. Instructional practices do not support biblical integration across the curriculum.

Suggested Evidence

- Policies related to biblical integration
- Curriculum guides and scope and sequence and/or curriculum mapping include biblical integration objectives (biblical content, biblical worldview, Christian character, Christian service)
- Lesson plans include biblical integration objectives
- Students taking a course without formal biblical integration objectives (e.g. online course, dual credit course, etc.) whether online or face-to-face, have opportunity to engage in activities that connect biblical principles to the subject matter.
- In-service training on biblical principles (biblical content, biblical worldview, Christian character, Christian service) and integration
- Staff are knowledgeable about the integration of biblical principles (biblical content, biblical worldview, Christian character, and Christian service) in the content area(s) in which they teach
- Integration of biblical principles is demonstrated in classroom instruction
- Staff meetings highlight discussions of biblical integration
- Other

INDICATOR 1.10

The school ensures that all co- and extra-curricular programs are aligned with and supportive of the student spiritual formation goals

Focus Question

What is the process by which the school ensures that all co- and extra-curricular programs are aligned with and supportive of student spiritual formation goals?

- Level 4** The school develops and implements co- and extra-curricular programs that are fully aligned with student spiritual formation goals. The school has a formalized process to align co- and extra-curricular programs with student spiritual formation goals and demonstrates that all co- and extra-curricular programs are fully and consistently supportive of those goals through systemic and sustainable implementation across the school. Students are consistently provided opportunities for spiritual growth through their participation in co- and extra-curricular programs.
- Level 3** The school develops and implements co- and extra-curricular programs that are aligned with student spiritual formation goals. The school demonstrates that co- and extra-curricular programs are supportive of student spiritual formation goals. Students are frequently provided opportunities for spiritual growth through their participation in co- and extra-curricular programs.
- Level 2** The school develops and implements co- and extra-curricular programs that indicate some alignment with student spiritual formation goals. The school has begun a process to ensure that co- and extra-curricular programs are aligned with and supportive of student spiritual formation goals. Students have limited opportunities for spiritual growth through their participation in co- and extra-curricular programs.
- Level 1** The school develops and implements co- and extra-curricular programs that are not aligned with and/or supportive of student spiritual formation goals. Students have few opportunities for spiritual growth through their participation in co- and extra-curricular programs.

Suggested Evidence

- Policies related to alignment of co- and extra-curricular programs with student spiritual formation goals*
- Co- and extra-curricular opportunities for students*
- Policies related spiritual/religious requirements for coaches/sponsors/directors of co- and extra-curricular programs*
- Training of coaches/sponsors/directors of co- and extra-curricular programs with regard to student spiritual formation goals*
- Co- and extra-curricular programs demonstrate alignment with student spiritual formation goals*
- Co- and extra-curricular programs staff are knowledgeable about student spiritual formation goals and how those programs support the goals*
- Co- and extra-curricular programs staff meetings include discussions of student spiritual formation goals*
- Stakeholders indicate support of co- and extra-curricular programs with regard to attainment of student spiritual formation goals*
- Other*



ICAA Organizational Context

INDICATOR 1.11

Develops and implements student and family services as appropriate to support student spiritual formation

Focus Question

How does the school determine what student and family services are needed to support student spiritual formation?

Level 1 The school develops and implements appropriate student and family services to support student spiritual formation and that are fully aligned with student spiritual formation goals. The school collects data and employs a formalized, collaborative process utilizing the data to regularly review student and family services to ensure that they are aligned with student spiritual formation goals, to assess the effectiveness of current services, and to ascertain the need for any additional services related to student spiritual formation

Level 3 The school develops and implements appropriate student and family services to support student spiritual formation consistent with student spiritual formation goals. The school demonstrates that student and family services support student spiritual formation and evidences some purposeful alignment with student spiritual formation goals. The school regularly assesses the effectiveness of its student and family services.

Level 2 The school develops and implements appropriate student and family services and demonstrates that those services support student spiritual formation in limited ways. There is minimal evidence of alignment of student and family services with student spiritual formation goals. The school has begun a process to align student and family services with student spiritual formation goals.

Level 1 The school develops and implements student and family services to support student spiritual formation. The school demonstrates little or no evidence of alignment between those services and student spiritual formation goals.

Suggested Evidence

- Student and family services provided by the school*
- Policies regarding development and implementation of student and family services*
- Policies regarding spiritual counseling and guidance for students and families*
- Chapel service schedule*
- School leadership articulate how various student and family services support student spiritual formation*
- School personnel are knowledgeable about student and family services offered by the school*
- School personnel are knowledgeable about policies regarding spiritual counseling and guidance for students and families*
- Students are knowledgeable about student and family services provided by the school*
- Stakeholders are supportive of student and family services provided by the school*
- Other*



INDICATOR 1.12

The school's policies and procedures reflect the institution's Christian distinctive as informed by biblical principles.

Focus Question

How does the school ensure that biblical principles guide the development, review, revision, and implementation of its policies and procedures?

Level 4 The school has developed policies and procedures that are informed by biblical principles and that fully reflect the school's Christian distinctive. The school has a formalized process in place that ensures that the development, review, revision, and implementation of its policies and procedures are always fully consistent with biblical principles and supportive of the school's Christian distinctive. The school demonstrates that biblical principles and its Christian distinctive are deeply embedded in its policies and procedures and the way the school functions.

Level 3 The school has developed policies and procedures that are informed by biblical principles and that reflect the school's Christian distinctive. The school demonstrates that the development, review, revision, and implementation of its policies and procedures are consistent with biblical principles and supportive of the school's Christian distinctive. Biblical principles and the school's Christian distinctive are embedded in its policies and procedures and are foundational to the school's culture.

Level 2 The school has developed policies and procedures that are informed by biblical principles and that reflect the school's Christian distinctive. The school demonstrates that its policies and procedures are consistent with biblical principles and supportive of the school's Christian distinctive. Biblical principles and the school's Christian distinctive inform the school's culture.

Level 1 The school has developed policies and procedures that are not fully consistent with biblical principles and/or the school's Christian distinctive. The school's policies and procedures have little influence and impact on ensuring the school functions consistent with biblical principles and its Christian distinctive.

Suggested Evidence

- Parent/Student Handbooks, Staff Manuals, Athletic Manuals, etc.*
- Board policies*
- Financial policies*
- Employment policies*
- Classroom management procedures*
- Other*



ICAA Organizational Context

INDICATOR 1.13

The school ensures that the acquisition and use of all technology, print, and other media resources is aligned with the school's purpose/mission and Christian philosophy of education.

Focus Question

What is the process by which the school ensures that the acquisition and use of all technology, print, and other media resources is aligned with the school's purpose/mission and Christian philosophy of education?

Level 4 The school has developed policies regarding the acquisition and use of technology, print, and other media resources that are fully aligned with the school's purpose/mission and Christian philosophy of education. The school has implemented a process for evaluating print and media materials to ensure that they are appropriately aligned with its purpose/mission and Christian philosophy of education. The school has established an Internet usage policy consistent with biblical principles that is well-articulated and clearly understood by all school personnel, students, and parents. School personnel and students use technology resources in an ethical manner and follow clearly established guidelines to prevent plagiarism and/or copyright infringement.

Level 3 The school has developed policies regarding the acquisition and use of technology, print, and other media resources. The school demonstrates that the use of technology, print, and other media resources is aligned with its purpose/mission and Christian philosophy of education. The school has established an Internet usage policy consistent with biblical principles that has been communicated to all school personnel, students, and parents. The school demonstrates that technology resources are used in an ethical manner and that guidelines are followed to prevent plagiarism and/or copyright infringement by school personnel and students.

Level 2 The school has developed policies regarding the acquisition and use of technology, print, and other media resources that demonstrate some alignment with its purpose/mission and Christian philosophy of education. The school has established an Internet usage policy consistent with biblical principles that is understood by all school personnel, students, and parents. Guidelines have been established regarding the ethical use of technology resources and the prevention of plagiarism by school personnel and students.

Level 1 The school has developed policies regarding the acquisition and use of technology, print, and other resources that are not aligned with its purpose/mission and Christian philosophy of education. The school has established an Internet usage policy consistent with biblical principles and established guidelines regarding the ethical use of technology resources and the prevention of plagiarism by school personnel and students.

Suggested Evidence

- Review of media center resources*
- Acceptable technology and/or Internet use policy*
- Librarian/media center director articulates policies regarding technology, print, and other media resources related to alignment with school's purpose/mission and Christian philosophy of education*
- IT personnel/webmaster articulate policies regarding technology resources and web content related to alignment with purpose/mission and Christian philosophy of education*
- Students demonstrate an understanding of appropriate and responsible use of technology, print, and other resources consistent with biblical principles*
- Other*





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