

**International Christian Accrediting Association**

**Interim/Follow-Up Review**

***PK-12* Standards Diagnostic**

**for Addition of High School Grades**

Name of School Hosting ER Visit

School City, State (or Country if outside USA)

Date(s) of Visit

Name of ICAA Team Member/Reviewer

***A Revised July 2022***



**International Christian Accrediting Association (ICAA)**

**External Review Team PK-12 Standards Diagnostic**

**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 is an accrediting body that establishes a reliable witness of the quality of Christian school education to the glory of God.**

 This resource serves as a manual for schools seeking ICAA accreditation to guide them as they conduct a comprehensive internal review, which is a required component of the evaluation process for ICAA accreditation. During the internal review, schools seeking ICAA accreditation will be asked to conduct a self-assessment based upon a set of evaluative criteria that lays the foundation for improvement planning and implementation. The evaluative criteria found herein is based upon ICAA Standards organized into Assurances and four domains: Cultural Context, Leadership Capacity, Learning Capacity, and Resource Capacity. Student performance diagnostic data and stakeholder feedback diagnostic data are additional components of the school’s comprehensive internal review process that inform this self-assessment.

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.

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***ICAA and Cognia® have partnered in a commitment to deliver high quality school improvement and accreditation services to Christian schools. Through this partnership, coupling the AdvancED Performance Standards and ICAA’s unique Assurances and Cultural Context Standards 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.***

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| **3. *Spiritual Growth – School Personnel*** All school administrators, faculty, and staff engage in a continuous program of spiritual growth. |
| Yes, we certify the above assurances. | [ ]  |  |
| No, we do not certify the above assurance at this time. |  | [ ]  |
| ***Comments:***       |  |  |

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| **4. *Bible/Religious Instruction*** All full-time students are required to take Bible/religious courses offered by the school each year they are enrolled in the school. |
| Yes, we certify the above assurances. | [ ]  |  |
| No, we do not certify the above assurance at this time. |  | [ ]  |
| ***Comments:***      |  |  |

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| **2. *Testimony of Faith—School Governing Authorities, School Personnel*** |  |  |
| All members of the governing body of the school (e.g. board, director, owner, etc.) and all school personnel (administration, faculty, and support personnel) affirm that they are born-again and supportive of the Statement of *Faith*, *Vision/Mission* and *Christian philosophy of education* espoused by the school. |
| Yes, we certify the above assurances. | [ ]  |  |
| No, we do not certify the above assurance at this time. |  | [ ]  |
| ***Comments:***      |  |  |

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| 1. ***Financial***

 The school monitors all financial transactions through a recognized accounting system that is regularly reviewed/audited by an *external financial reviewer/auditor*. |
| Yes, we certify the above assurances. | [ ]  |  |
| No, we do not certify the above assurance at this time. |  | [ ]  |
| ***Comments:***      |  |  |

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| **5. *Legal Operations*** The school has developed and maintained required documents and fulfilled all requirements necessary for its legal operations and services as determined by federal, state and local regulations (A partial list of legal considerations is found in Appendix 3 of this guide.). |
| Yes, we certify the above assurances. | [ ]  |  |
| No, we do not certify the above assurance at this time. |  | [ ]  |
| ***Comments:***      |

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| 1. ***Security/Safety***

 The school implements a written security and crisis management plan that includes emergency evacuation procedures and appropriate training for *stakeholders.* |
| Yes, we certify the above assurances. | [ ]  |  |
| No, we do not certify the above assurance at this time. |  | [ ]  |
| ***Comments:***      |  |  |

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| 1. ***School Improvement***

The school engages in a continuous improvement process and implements a *school improvement plan*.  |
| Yes, we certify the above assurances. | [ ]  |  |
| No, we do not certify the above assurance at this time. |  | [ ]  |
| ***Comments:***      |  |  |

CC1.3 The school ensures that all *curricula* (including any provided by *alternative delivery methods and sources*), co- and extra-curricular programs, and Bible/religious instruction integrate a *Biblical worldview* and are aligned with the school’s *vision, mission,* and student spiritual formation goals.

A.

1. Curriculum planning documents (including any developed for courses delivered by *alternative delivery methods and sources*) include Biblical worldview/Biblical integration learning objectives.

[ ] All courses have Biblical worldview/Biblical integration learning objectives

[ ] Most courses have Biblical worldview/Biblical integration learning objectives

[ ] Some courses have Biblical worldview/Biblical integration learning objectives

[ ] Few or no courses have Biblical worldview/Biblical integration learning objectives

2. Biblical worldview concepts and Biblical principles are embedded with intent into co-curricular and extra-curricular programs?

[ ] All co-curricular and extra-curricular programs

[ ] Most co-curricular and extra-curricular programs

[ ] Some co-curricular and extra-curricular programs

[ ] Few or no co-curricular and extra-curricular programs

3. The school has been intentional in aligning *curricula* (including any provided by *alternative delivery methods and sources*) with its *vision, mission,* and student formation goals.

[ ] All *curricula*

[ ] Most *curricula*

[ ] Some *curricula*

[ ] Few or no *curricula*

4. The school has been intentional in aligning co-curricular and extra-curricular programs with its *vision, mission,* and student formation goals.

[ ] All co-curricular and extra-curricular programs

[ ] Most co-curricular and extra-curricular programs

[ ] Some co-curricular and extra-curricular programs

[ ] Few or no co-curricular and extra-curricular programs

B.

5. What descriptor best describes the effectiveness of the school’s Biblical worldview shaping and Biblical integration efforts with regard to student spiritual formation?

 [ ] Excellent

 [ ] Good

 [ ] Fair

 [ ] Poor

6. Select all confirmed characteristics of the school’s efforts at Biblical integration and shaping a Biblical worldview.

[ ] Students evidence Biblical worldview concepts and understanding appropriate to their respective ages/grade levels

[ ] Students have opportunities in all areas of the *curricula* to apply their knowledge, skills, and *Biblical worldview* in real world situations

[ ] Christian character development program is formalized and part of the school’s program

[ ] Professional development/In-service programs provide *Biblical worldview* and Biblical integration training

[ ] School leadership and faculty evidence a deep knowledge and understanding of Biblical worldview and Biblical integration concepts, especially in their specific content area(s).

[ ] Lesson plans include *Biblical worldview*/Biblical integration objectives as appropriate

[ ] *Curricular* review process includes *Biblical worldview*/Biblical integration considerations

[ ] None of these were found

7. If the school has a process to ensure alignment of *curricula* with the school’s *vision, mission,* and student formation goals, check all confirmed characteristics that apply.

[ ] The process is written

[ ] The process is documented

[ ] The process is used regularly

[ ] The process is data-driven

[ ] The process includes mechanisms for ongoing evaluation, feedback, and monitoring

[ ] None of these were found

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| Evidence Sources Reviewed |
| [ ]  | Scope and sequence/curriculum maps |
| [ ]  | Curriculum guides |
| [ ]  | Sample lesson plans reflecting Biblical worldview objectives |
| [ ]  | List of courses, noting those provided by alternative delivery methods or sources |
| [ ]  | Description and examples of how a Biblical worldview is integrated into curricula provided by alternative methods and sources |
| [ ]  | Documentation demonstrating alignment between curricula and the school’s vision, mission, and student spiritual formation goals |
| [ ]  | Description of curriculum review process that ensures curricular alignment with school’s vision, mission, and student spiritual formation goals |
| [ ]  | Examples of classroom and other activities in which students had opportunity to apply their knowledge, skills, and Biblical worldview in real world situations |
| [ ]  | List of co-curricular programs and/or activities |
| [ ]  | Policies and/or description of efforts to ensure that co-curricular programs integrate a Biblical worldview and are aligned with the school’s vision, mission, and spiritual formation goals |
| [ ]  | List of extra-curricular programs and/or activities |
| [ ]  | Policies and/or description of efforts to ensure that extra-curricular programs integrate a Biblical worldview and are aligned with the school’s vision, mission, and spiritual formation goals |
| [ ]  | Other (list):       |

CC1.4 The school regularly assess student spiritual formation and utilizes the data to improve the school’s spiritual formation programs.

A.

1. The school implements an evaluation process with regard to student spiritual formation that: (check all that apply)

[ ] Is based upon the school’s student spiritual formation goals

[ ] Is formal

[ ] Is documented

[ ] Is comprehensive

[ ] Uses data collected from a range of data sources

[ ] Analyzes and applies trend and comparison data

[ ] None of these were found

B.

2. Which descriptor best describes the quality of the assessment(s) used to assess student spiritual formation.

[ ] Excellent quality

[ ] Good quality

[ ] Fair quality

[ ] Poor quality or not assessed

3. The employment of the school’s assessment(s) related to student spiritual formation and use of the data to improve the school’s spiritual formation programs and practices are:

[ ] A regular and routine practice (includes, at a minimum, those completed by students and assessed by faculty at least two times per year)

[ ] Often used but not on a regular basis

[ ] Sometimes used

[ ] Rarely used and clearly not a regular practice

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| Evidence Sources Reviewed |
| [ ]  | Student spiritual formation goals |
| [ ]  | Examples of completed goals |
| [ ]  | Assessment tools used to assess student spiritual formation |
| [ ]  | Description of student spiritual formation assessment process |
| [ ]  | Examples of improvements to student spiritual formation programs resulting from the assessments |
| [ ]  | Minutes of meetings related to student spiritual formation |
| [ ]  | Other (list):       |

2.5 Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

A.

1. The curriculum adopted by the institution is (check all that apply):

[ ] relevant

[ ] rigorous and challenging

[ ] aligned vertically across all grade levels and content areas

[ ] aligned horizontally across all grade levels and content areas

[ ] None of these were found

2. The adopted curriculum is implemented by:

[ ] Most faculty and staff

[ ] Many faculty and staff

[ ] Some faculty and staff

[ ] Few faculty and staff

B.

3. \_\_\_\_\_\_\_ learners are expected to participate in a high expectations curriculum.

[ ] Most

[ ] Many

[ ] Some

[ ] Few

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| Evidence Sources Reviewed |
| [ ]  | Scope and sequence/curriculum map |
| [ ]  | Curriculum guides |
| [ ]  | Sample lesson plans |
| [ ]  | Posted learning objectives |
| [ ]  | Descriptions of instructional techniques |
| [ ]  | Survey/inventory results |
| [ ]  | Records of meetings and walk-throughs/feedback sessions |
| [ ]  | Samples of exemplars used to guide and inform student learning |
| [ ]  | Examples of learning expectations and standards of performance |
| [ ]  | Representative samples of student work across courses |
| [ ]  | Graduate follow-up survey results |
| [ ]  | Other (list):       |

3.4 The institution attracts and retains qualified personnel who support the institution’s purpose and direction.

A.

1. If the institution has a process to attract and retain personnel, check all the confirmed characteristics of the process that apply.

[ ] Process is documented

[ ] Process is regularly evaluated

[ ] Process uses data to determine personnel needs

[ ] None of these were found

2. If an assessment is used in the personnel process, check all the confirmed characteristics of the use of the assessment that apply.

[ ] Ensures talent

[ ] Ensures qualifications

[ ] Ensures sufficient numbers

[ ] Ensures learners’ needs are met

[ ] Ensures organizational needs are met

[ ] None of these were found

B.

3. If the institution provides opportunities to recruit and retain personnel, check all the confirmed characteristics of the process that apply.

[ ] Process is deliberate

[ ] Process is formalized

[ ] Includes meaningful learning opportunities

[ ] Includes personal growth

[ ] Includes financial support

[ ] Includes leadership opportunities

[ ] None of these were found

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| Evidence Sources Reviewed |
| [ ]  | Policies and procedures related to the hiring/placement/retention of qualified professional/support staff |
| [ ]  | Policies and procedures related to the compensation of administrative, teaching, and support staff |
| [ ]  | Job descriptions that include minimum qualification for the position |
| [ ]  | Teacher/staff handbook |
| [ ]  | Administrative, faculty, and support staff salary schedules reflecting support for equity and other Biblical principles related to compensation practices |
| [ ]  | School budgets for the last three years |
| [ ]  | Assessments of staffing needs |
| [ ]  | Teacher/staff evaluation instruments and data |
| [ ]  | Schedules for teacher/staff evaluations |
| [ ]  | Governing body and leadership minutes related to the hiring, placement, evaluation, retention, and compensation of qualified professional and support staff |
| [ ]  | List of all current professional and support staff providing their current specific position(s), years of service, and qualifications for the job |
| [ ]  | Other (list):       |

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| 1 | Accreditation | A voluntary, peer review method of quality assurance developed more than 100 years ago by American universities and secondary schools, and designed primarily to distinguish schools adhering to a set of educational standards; founded upon the root word “credibility,” it is a Biblical concept related to validating as credible an institution’s claims to quality |
| 2 | Accreditation Status | A designation provided by ICAA that helps further define the institution’s standing relative to the results of an institution’s Engagement Review (aka, External Review |
| 3 | Active engagement, actively engaged | Learning that allows students to generate knowledge or make meaning via such behaviors as clarifying, asking questions, comparing, and applying new knowledge |
| 4 | Alternative delivery methods and sources | Grade- and/or credit-earning courses in which the content and/or instruction are provided by 3rd party sources; this can include, but is not limited to, concurrent course, dual enrollment courses, online instruction, etc. |
| 5 | Artifact | A piece of evidence providing proof/verification of or support for an assertion; an artifact may be a written document, photo, audio/video recording, information on a website, or other object |
| 6 | Axiology | Defines philosophical beliefs about value and what is good and right. Subdivisions include ethics (moral values and conduct) and aesthetics (beauty) |
| 7 | Best practices | Classroom instructional and organizational strategies that have been demonstrated and accepted by the professional community to be effective in improving student learning and performance |
| 8 | Biblical worldview | A set of beliefs that integrates all of life into a meaningful, God-honoring whole; it grounds life in Biblical certainty, relates life to the universal order, and gives life an interpretive framework for value, conduct, decision-making, and success; shaping a Biblical worldview involves the effective integration of faith and learning and includes, at a minimum acquisition of Biblical knowledge, Christian character development, and service learning |
| 9 | Christian philosophy of education | A practical and systematic description of one’s beliefs about reality and the universe, human relationship to that universe, and the role education plays in defining and providing understanding of those beliefs within the context of the authority of and truths found in the Word of God; at a minimum, a Christian philosophy of education addresses metaphysics (nature of reality), epistemology (nature of knowing and knowledge) and axiology (nature of values and moral conduct) articulated through a logical line of reasoning |
| 10 | Clearly communicated | Information disseminated to stakeholders using a method and format(s) that is coherent and appropriate to specific stakeholder groups |
| 11 | Climate | The quality and character of a school or institution that is reflective of its norms, goals, values, relationships, practices, and structures; the climate of an institution is typically subjective whereas the culture of the school refers to the actual state or condition of the institution. |
| 12 | Coaching (program) | A formal and informal structure for staff members to examine and reflect about the instructional practices for the purpose of improving student learning and student results |
| 13 | Comprehensive system | A process whereby the institution has established strategies for data collection, analysis, and dissemination from multiple measures and/or sources that act to inform an institution’s decisions |
| 14 | Community or community representatives | People who have an affiliation with and interest in the institution’s success, such as representatives from churches, businesses, civic organizations, universities, etc. |
| 15 | Continuous improvement system | A research-based, on-going process in which institutions engage for the purpose of increasing its overall effectiveness and making positive, measurable impact on all stakeholders, primarily students, by focusing on and implementing three essential elements: learn and share, examine and plan, and act and evaluate |
| 16 | Contextually based research | Information gathered from local data sources and analyzed to inform programmatic decisions at the local level |
| 17 | Culture | Generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how an institution operates |
| 18 | Current research | An investigation into and analysis of internal and external materials and data points to establish facts and reach relevant conclusions (e.g. review of current *foundational documents* of similar organizations, Stakeholder Survey data, review of relevant literature, current demographic data and trends, etc.) |
| 19 | Curriculum (pl. curricula) | The selection and organization of a series of planned experiences for the purpose of teaching and learning; curriculum as used in this context refers to all aspects of the instructional process such as material inclusive of all types of media (e.g. printed material, technology, online learning, etc.), methodologies, classroom management, etc. |
| 20 | Domain | Organizational superstructure for aligning the Standards; each domain is defined by a statement describing a broad concept related to an organization or institution; ICAA defines four domains: Cultural Context, Leadership Capacity, Learning Capacity, and Resource Capacity; each domain is further defined by standards, which in turn, are defined by performance rubrics |
| 21 | Educators | Professional staff who are responsible for all aspects of the instructional program, including, but not limited to, content delivery, assessment, and academic intervention |
| 22 | Engagement Review (aka, External Review) | A process that is conducted on-site by a team of qualified and trained educational professionals to 1) evaluate an institution’s adherence to the Standards; 2) assess the efficacy and impact of its continuous improvement process; 3) assess the effectiveness of the institution’s methods for quality assurance; 4) identify strengths deserving of commendations and provide required actions for improvement and; 5) make an accreditation recommendation for national or international approval by an independent commission |
| 23 | Engagement Team (aka External Review Team or ER Team) | A selected group of qualified and trained educational professionals who serve as informed experts to assess an institution’s adherence to the Standards and provide recommendations for its continuous improvement journey |
| 24 | Epistemology | Defines philosophical beliefs about knowledge and knowing. It seeks to answer the questions, “’How do we know what we know?’ ‘On what process of knowing do we base our knowledge of the world and society?’ ‘ What is the authority on which we base our claims to truth?’ ‘Do our knowledge claims derive from divine revelation, empirical evidence, personal and subjective experience, [or a combination of those]?’” (*Philosophical and Ideological Perspectives on Education,* Gerald L. Gutek) |
| 25 | Equitable/equity | Access to resources and support based on individual need |
| 26 | External financial reviewer/auditor | A CPA or other person qualified by training/experience to examine the financial records, business transactions, and accounting procedures of the school, and who has no direct affiliation with the school |
| 27 | Formal program or structure | Experiences provided by an institution that are consistently implemented, process-oriented, and made known to appropriate stakeholder groups |
| 28 | Foundational documents | a set of documents that, at a foundational level, establishes the basis for the school’s existence, delineates the school’s current direction and guides the school’s future. A school’s foundational documents should inform all the school’s operations, policies and *school practices*. Foundational documents include, at a minimum:* 1. Statement of Faith
	2. Vision Statement
	3. Mission/purpose Statement
	4. Christian Philosophy of Education
 |
| 29 | Governing authority | The person or group of people with the highest level of control over an institution that generally has the responsibility for oversight and policy setting |
| 30 | Healthy dialogue | An exchange of opinions or discussion in which members demonstrate trust, respect, and understanding |
| 31 | Healthy relationship(s) | Connections and interactions between people that are respectful and trusting |
| 32 | Induction (program) | A formal and informal structure provided for new staff members to receive support, guidance, and institutional knowledge during their transition to their new position or place of employment |
| 33 | Innovative practices | New or revised interventions, actions, or strategies taken to improve the institution and/or student engagement and achievement |
| 34 | Inquiry-based practices | A multi-step instructional process in which students define, explore, and discover possible solutions to a problem where the focus is on the process rather than the outcome |
| 35 | Institution | An educational unit including any public, private, proprietary, not-for-profit, pre-K to 12, high school, middle school/junior high, elementary, special purposes, distance, or international entity |
| 36 | Inventory | A diagnostic that captures how an individual perceives his/her experiences at an institution |
| 37 | Job embedded | Professional learning that is integrated into the workday; connects the learning and the application of the learning |
| 38 | Learner engagement | The willingness of a student to fully participate in the learning process or instructional activity |
| 39 | Learning communities | Structures, formal and informal, that exist and function for the purpose of increasing educator effectiveness and learner results |
| 40 | Learning culture | Generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence the classroom environment; a learning culture should have high expectations that focuses on the educational needs of all students |
| 41 | Learning environment | The context in which student learning occurs within a classroom setting |
| 42 | Learning expectation(s) | A competency or skill level students should demonstrate after instruction |
| 43 | Learning opportunities | Planned or spontaneous circumstances that can deepen one’s understanding or introduce new information or knowledge |
| 44 | Learning results | Information on student(s) attainment of knowledge, skills, and/or abilities |
| 45 | Major content areas | Generally regarded as the academic or non-elective courses, such as mathematics, language arts/reading/English, science, social studies, and Bible/religious courses |
| 46 | Metaphysics | Defines philosophical beliefs about reality and existence. It seeks to answer the questions, “What is genuinely real?” “Is there a spiritual realm of reality or is reality only in the natural realm?” “What is the origin of the universe and life?” “Are we born with an inherent purpose or do we create our own purposes? |
| 47 | Mission/purpose | A brief description of a school’s core purpose communicating a sense of the intended direction of the entire school; a mission statement communicates what the school expects to achieve |
| 48 | Modeling program | A structure that provides an exemplary demonstration through the use of words and actions pertaining to the way in which a certain strategy is applied, discussion is led, classroom behavior is managed, problems are solved, etc. |
| 49 | Needs assessment | A process used to 1) analyze current condition of a desired outcome; 2) compare to an agreed upon standard; and 3) identify gaps between the two |
| 50 | Next levels | The subsequent course, grade, or program determined by an institution’s structure or criteria |
| 51 | Pedagogy, pedagogical | Generally refers to strategies of instruction, a style of instruction, or the process of using one’s beliefs about teaching to formulate his/her teaching style |
| 52 | Performance rubric | For ICAA Standards, a scoring guide consisting of four performance levels that contain evaluative criteria related to concepts contained within the standard statement |
| 53 | Personalized learning, personalized | Custom tailoring of information, instruction, or the curriculum to the individual student |
| 54 | Professional practice | An accepted and understood skill, expectation, and body of knowledge that are used to make decisions and execute actions within an institution or learning environment |
| 55 | Reliable sources | Sources of information that are deemed honest and accurate by the institution through an accepted method of validation |
| 56 | Research based | Practice that is based on the results or outcomes of current educational research |
| 57 | Resources | Assets and capacity to fulfill the needs of and support for the learning environment; generally, resources are categorized as financial, human, and physical materials |
| 58 | School improvement plan | A formalized set of goals and objectives that a school has developed with input from multiple *stakeholders* to guide its efforts to improve its effectiveness in fulfilling its mission; a school improvement plan should be data-driven and may address multiple areas of the school including student performance, organizational effectiveness, financial strength, facilities, technology, curriculum and instruction, etc. The plan should include such elements as goals, objectives, strategies, action steps, cost projections, timelines and evaluation methods |
| 59 | School practices | All aspects of school operations including governance, business/financial management, instructional program, student and family services, etc. |
| 60 | School Quality Factors (SQF) | A set of research-based components that provide educational institutions with conditions, processes, practices, and actions to focus their improvement efforts |
| 61 | Stakeholders | Individuals and groups with a vested interest in the school; stakeholders include, but are not necessarily limited to: board members, administration, faculty and staff, parents and students |
| 62 | Standards | Research-based statements that describe conditions necessary for institutions to support organizational effectiveness and improve student performance |
| 63 | Statement of Faith | A list of basic doctrinal beliefs that an organization interprets as taught as truth in the Bible; while not an inclusive list, most Statements of Faith include statements of belief about the Bible, God, Jesus, the Holy Spirit, Salvation, the Afterlife, and/or the Church |
| 64 | Systematic, systematically | An organized method or process that is consistently implemented |
| 65 | Systemic | The impact a method or process has on all levels and facets of an institution |
| 66 | Vision | An aspirational statement of what the school wants to achieve or accomplish with regard to its students; a vision statement is future-focused and describes what is pursued |

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|  | Terms and Phrases | Definitions |
| 1 | Adequate | Satisfactory or acceptable, enough to meet the standard or what is necessary |
| 2 | All, always | Including more than 75 percent of (e.g., learners, educators, programs, policies) |
| 3 | Almost always | Occurring more than 75 percent of the time |
| 4 | Ample | Plenty, more than enough to meet the standard or what is necessary or required |
| 5 | Complete, completely | More than 75% of (e.g., programs, actions, content, etc.) |
| 6 | Consistency | With regularity (i.e., at equal intervals) and uniformity (i.e., in a similar manner), usually 75 percent of the time or more |
| 7 | Excellent quality | The highest standard or value |
| 8 | Fair quality | A minimal standard or value |
| 9 | Few, few to none | Less than 25 percent of a specific stakeholder group or any quantifiable factor |
| 10 | Frequently | Occurring many times or constantly, occurring about 50 to 75 percent of the time |
| 11 | Fully embedded | Complete scope and/or intent of policy or practice in place |
| 12 | Good quality | An acceptable standard or value |
| 13 | Limited, little | Having some restrictions or confinements; a small amount |
| 14 | Many | Including approximately 50 to 75 percent of a specific stakeholder group or any other quantifiable factor |
| 15 | Most | Approximately 75 percent or more of a specific stakeholder group; occurring approximately 75 percent of the time |
| 16 | Mostly embedded | Almost complete scope and/or intent of policy or practice in place; about 75 percent or more complete |
| 17 | Not embedded | Minimal or no scope and/or intent of policy or practice in place; less than 25 percent complete |
| 18 | Often | Occurring many times or constantly; occurring about 50 to 75 percent of the time |
| 19 | Partially embedded | Incomplete scope and/or intent of policy or practice in place; about 50 to 25 percent completed |
| 20 | Poor quality | Not an acceptable standard or value |
| 21 | Rarely, never, seldom | Occurring infrequently; occurring less than 25 percent of the time |
| 22 | Regularly | Occurring at predicted times or intervals |
| 23 | Some | About 25 to 50 percent of a specific stakeholder group, documents, policies, etc. |
| 24 | Sometimes | Occurring at various intervals but without consistency; occurring 25 to 50 percent of the time |
| 25 | Sporadically | Occurring at irregular intervals; without a pattern or order or time |
| 26 | Sufficient | Satisfactory or acceptable, enough to meet the standard or what is necessary |

**School Legal Operations Guidelines**

**(ICAA Assurance #5)**

The following areas should receive appropriate consideration regarding the school’s legal operation.

**Please note that this is not necessarily a complete list. Legal requirements may change over time and may vary in requirements and implementation from state to state. Each school is responsible to ensure that it meets all the federal, state, and local requirements necessary for it to remain in operation. Also note that some of the items listed below affect schools located in the United States only. Schools located in other countries may have different requirements.**

* Immigration Reform and Control Act of 1986
* State requirements for immunizations, health screening, and for the administration of medication
* Civil rights and non-discrimination policies and practices for admissions and/or employment: race, sex, age, pregnancy status, sexual non-harassment, Employment Opportunities Commission requirements; annual publishing of racial nondiscrimination statement
* Americans with Disabilities Act
* Fair Labor Standards Act and Equal Pay Act
* Federal Minimum Wage Laws
* IRS regulations regarding reporting, withholdings, benefits, etc.
* State and local taxes and other payroll considerations
* Family and Medical Leave Act of 1993
* OSHA requirements: blood-borne pathogens, use of any hazardous chemicals (may include cleaning supplies, science lab supplies, certain office products, automotive products, etc.)
* Asbestos Hazard Emergency Response Act
* Federal and state requirements related to student transportation services, school vehicles, and school employees operating school vehicles
* Copyright licenses/approvals related to digital media, print media, software, or other proprietary materials
* State incorporation and charter
* State and local fire, safety, and health regulations
* State requirements for school licensing, exemptions, accreditation, etc.
* Early childhood program licensing, exemptions as required
* State minimum wage laws
* State teacher qualification/certification requirements (if any)
* State and local child abuse regulations and stipulations
* State attendance requirements
* State requirements for standardized testing, high school graduation, etc.
* Local zoning requirements
* Access to children and records
* Additional requirements related to the acceptance of federal and/or state funding or grants







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