

## **VISITING COMMITTEE REPORT**

### **OKINAWA CHRISTIAN SCHOOL INTERNATIONAL YOMITAN, OKINAWA, JAPAN**

**Grades Accredited: 1-12**

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## INTRODUCTION

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 the mid-1980s the school's enrollment began to increase and has grown to its present enrollment of about 340 students. To maintain community outreach a pre-school, a daytime adult ESL class, 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 9 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 5000 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.

### Major Commendations

The committee commends:

1. **The board of directors, administration, and staff for effectively weaving the school's mission into all aspects of the school program, giving evidence that it has become an integrative, coordinating, and examining device that is consistently applied. (ACSI Standard: *Philosophy and Foundations*; WASC Criteria: *Organization for Student Learning*; School Report, pp. 1-1, 1-2; interview with board, administration, staff, parents, students; observation)**
2. **The board of directors for their strong motivation and commitment to the school and to its continued success, resulting in effective leadership and vision for the school. (ACSI Standard: *School Organization-Governance*; WASC Criteria: *Organization for Student Learning-Governance*; interview with board of directors and administration)**
3. **The board of directors, administration, and staff for accurately attending to the duties of expending the funds throughout the budget process so that the Shiroma Tax Firm has not identified any areas of weakness. (ACSI Standard: *School Organization-Finance*; WASC Criteria: *Resource Management and Development-Resource*; School Report: p. 2-11; interview with staff)**
4. **The administration and parent-teacher fellowship for providing services for the school community, including parent communication, a teacher care program, parent seminars, language acquisition classes for parents, hospitality, and a parent website, fostering a strong support system of involvement integral to support for student personal and academic growth. (ACSI Standard: *School, Home and Community*; WASC Criteria: *Support for Student Personal and Academic Growth*; School Report: p. 3-6; interview with administration, staff, parents; school website)**

### Major Recommendations

The committee recommends:

1. **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*)**

2. That the administration and staff develop 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. (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*)
3. 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*)
4. That the administration and instructional staff better define and utilize 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.
 (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*)

### SECTION 1.0: PHILOSOPHY AND FOUNDATIONS

The Christian school looks to the Scriptures for determining a philosophy of education. Since the Bible is inerrant and inspired by God, philosophy and objectives derived from it will be God-honoring. Christian schools stand apart because their philosophy is based upon belief in the Lord Jesus Christ as Savior, and in the Bible as the Word of God.

In determining its educational philosophy, every school must ask: (1) Why does our school exist? (2) What are its biblical and educational beliefs? (3) How is it distinctive? (4) What are its goals? and (5) How will these goals be achieved? Of equal importance is the positive value this philosophical exercise has in welding the school together as an educational institution. The faculty of an effective school knows what the school stands for, what it seeks to accomplish, and understands why it teaches the way it does. The task of preparing and reviewing the philosophy statement is essential to maintaining the mission of the school.

Statements of philosophy and objectives must be written clearly in order to give direction to the school and permeate every part of school life. Administrators, teachers, board members and parents should be involved in formulating these statements and in their periodic review and revision. Evidence should be available to indicate that every program and activity of the school is consistent with the school's philosophy and appropriate to its stated mission.

#### **The committee commends:**

1. The board of directors, administration, staff, and parents for conducting a recent, in-depth review of the school's mission, vision, and philosophy statements, providing sound relevant documents based on biblical principles to effectively guide the school in accomplishing its purpose. (ACSI Standard: Philosophy and Foundations; WASC Criteria: Organization for Student Learning; School Report, pp. 1-1, 1-3; interview with board and administration; *Response to Previous Major Recommendations, #1, #4*)
2. The board of directors, administration, and staff for effectively weaving the school's mission into all aspects of the school program, giving evidence that it has become an integrative, coordinating, and examining device that is consistently applied. (ACSI Standard: Philosophy and Foundations; WASC Criteria: Organization for Student Learning; School Report, pp. 1-1, 1-2; interview with board, administration, staff, parents, students; observation)
3. The board of directors and administration for collecting feedback through parent surveys to assist in evaluating the effectiveness of the school in accomplishing its stated goals. (ACSI Standard: Philosophy and Foundations; WASC Criteria: Organization for Student Learning; School Report, p. 1-1; interview with parents; review of survey; *Response to Previous Major Recommendations, #1, #4; Six Year Goals/Action Plans 2006-2012, Part I.3*)

#### **The committee recommends:**

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)
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)**

### **SECTION 2.0: SCHOOL ORGANIZATION - ADMISSIONS**

The written admissions policy must be an outgrowth of the philosophy of the school. The policy must be clearly stated and address the spiritual, intellectual, physical, and social character of the students and families it seeks to admit. To be admitted, the student's parents should support the philosophy and objectives of the school. Students should be enthusiastic about entering the Christian school. The commitment of the parents and students is vital to the success of the school.

The admissions process provides an excellent opportunity to communicate the school's philosophy, objectives, and expectations to the parents. The mission of the school is to serve a particular constituency and the admissions policies and processes should be consistent with admission of the appropriate families/students. It is a matter of moral integrity on the part of the school to admit only those students whose educational needs can be met by the school.

#### **The committee commends:**

1. The board of directors and administration for implementing literacy requirements for admission, which is beneficial to the anticipated higher number of Japanese students desiring international education. (ACSI Standard: School Organization-Admissions; WASC Criteria: Organization for Student Learning-School Leadership; School Report: p. 2-1; interview with board, administration, staff, parents)
2. The board of directors and administration for admitting students who demonstrate willingness to listen and respond to the Christian education the school is committed to offering, thereby strengthening the accomplishment of the school's mission. (ACSI Standard: Philosophy and Foundations, School Organization-Admissions; WASC Criteria: Organization for Student Learning-School Leadership, School Purpose; review of admissions policies, interview with administration)

#### **The committee recommends:**

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)
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 I.3*)

### **SECTION 2.0: SCHOOL ORGANIZATION - GOVERNANCE**

Members of the board of directors must have a clear testimony of faith in Jesus Christ, be spiritually qualified, be committed to the doctrine, philosophy, and objectives of the school, and be willing to work hard in their role as board members. A prospective board member may have many abilities or financial assets to bring to the board, but it is essential to the collective spiritual discernment of the board that each member be spiritually qualified according to biblical standards as found in I Timothy 3, Titus 2, and Proverbs 31. The qualifications of board members are of great importance since they establish the policies within which the administrator carries out the daily operation of the school. The board also makes many major decisions, controls the school's finances, and has the power to change the school drastically and quickly.

**The committee commends:**

1. The board of directors and administration for implementing an effective orientation program for new board members allowing them to quickly acclimatize to their new position and become active participants in the decision-making process and other functions of the board. (ACSI Standard: School Organization-Governance; WASC Criteria: Organization for Student Learning-Governance; School Report: pp. 2-4, 2-6; interview with board and administration)
2. **The board of directors for their strong motivation and commitment to the school and to its continued success, resulting in effective leadership and vision for the school. (ACSI Standard: School Organization-Governance; WASC Criteria: Organization for Student Learning-Governance; interview with board of directors and administration)**
3. The board of directors for clearly identifying their roles and actively fulfilling their responsibilities while delegating the day-to-day running of the school to the administrator, thus facilitating the focus on instruction and learning. (ACSI Standard: School Organization-Governance; WASC Criteria: Organization for Student Learning-Governance; School Report: pp. 2-5, 2-6; interview with board and administration)

**The committee recommends:**

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)
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).

**SECTION 2.0: SCHOOL ORGANIZATION - FINANCE**

Sound business practices are foundational to the growth, development, and ongoing testimony of the Christian school. Every reasonable step should be taken to establish and maintain a strong relationship of financial trust between the school's leadership and the school's community. The formulation of the budget, the control of the budget throughout the year, and the annual review are serious financial responsibilities. Each must be done well in order for the school to operate in the black with a proper accounting for the way finances are handled.

The school should be quick to acknowledge God's hand in the provision of the money needed to develop and to operate annually. Financing the Christian school properly takes faith manifested in the context of sound business principles, wisdom, experience, and accountability.

**The committee commends:**

1. The board of directors, administration and staff for establishing an on-going monthly and annual financial audit process in cooperation with the private firm of Shiroma Tax Accounting, resulting in a thorough, outside investigation into the school's finances. (ACSI Standard: School Organization-Finance; WASC Criteria: Resource Management and Development-Resources; School Report: p. 2-10; interview with board, administration and staff)
2. **The board of directors, administration, and staff for accurately attending to the duties of expending the funds throughout the budget process so that the Shiroma Tax Firm has not identified any areas of weakness. (ACSI Standard: School Organization-Finance; WASC Criteria: Resource Management and Development-Resource; School Report: p. 2-11; interview with staff)**
3. The board of directors, administration, staff and students for conducting major fund raising events, such as the Walkathon and Bazaar, which assist in funding the school and give each participant a vital investment in the school, both emotional and fiscal. (ACSI Standard: School Organization-Finance; WASC Criteria: Resource Management and Development-Resource; School Report: p. 2-14; interview with administration, staff, and parents)
4. The board of directors, administration, and staff for the development of the Okinawa Christian School International Action Plan, adapted from the School Board's Six-Year Goals (2006-2012). (ACSI Standard: School Organization-Finance; WASC Criteria: Resource Management and Development-Resources; School Report: pp. 2-14, 2-17; interview with administration and staff; *Six-Year Goals/Action Plans 2006-2012*)

**The committee recommends:**

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*)**
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)
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*)
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*)
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*)

**SECTION 3.0: SCHOOL, HOME AND COMMUNITY**

Schools choose, by philosophy and mission, the constituency they will serve. Analyzing information about its students, parents, churches, and the local community helps the school to understand and serve its constituents effectively. The school works with the home and local churches in educating students in the nurture and admonition of the Lord. The education offered in a Christian school must be Christ centered. On the basis of its mission, each school should evaluate the nature and quality of its relationships with the families it serves and the like-minded churches in its community.

**The committee commends:**

1. The board of directors and administration for providing an international school on the island of Okinawa that gives students the benefit of an excellent education in English in the context of rich cultural diversity and a strong religious foundation, thereby meeting the needs of a wide range of school families. (ACSI Standard: *School, Home and Community*; WASC Criteria: *Support for Student Personal and Academic Growth*; School Report: pp. 3-2, 3-3, 3-5, 3-6; interview with parents; observation)
2. The administration for reinstating the parent-teacher fellowship in order to enhance communication and relationships within the school. (ACSI Standard: *School, Home and Community*; WASC Criteria: *Support for Student Personal and Academic Growth*; School Report: p. 3-5; school website; interview with parents)
3. **The administration and parent-teacher fellowship for providing services for the school community, including parent communication, a teacher care program, parent seminars, language acquisition classes for parents, hospitality, and a parent website, fostering a strong support system of involvement integral to support for student personal and academic growth. (ACSI Standard: *School, Home and Community*; WASC Criteria: *Support for Student Personal and Academic Growth*; School Report: p. 3-6; interview with administration, staff, parents; school website)**

**The committee recommends:**

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)

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)
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)
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)

#### **SECTION 4.0: SCHOOL PERSONNEL**

The heart of the Christian school is the people who serve God on the instructional, non-instructional, and administrative staff. Every staff member is vital to the school's ministry to its students. It should be remembered that the faculty and other staff establish the professional and spiritual quality of the school.

Because the school is an academic entity, educational qualifications and credentials for personnel are important. If a school is to remain an institution of spiritual and professional integrity, it must require staff to meet and maintain the highest spiritual and professional qualifications. An appropriately trained staff is a basic requisite to a credible school.

##### **The committee commends:**

1. The administration and staff for their commitment, demonstrated initiative, and tested faith, which continue to touch lives despite limitations and cultural differences. (ACSI Standard: School Personnel; WASC Criteria: Organization for Student Learning; School Report: p. 4-13; interview with administration and staff, observation; review of job descriptions, contracts, and personnel policies)
2. The administration for providing administrative assistance for principals, thus freeing them to provide timely guidance, mentoring, feedback, and evaluation for instructional staff, resulting in more effective classroom management and improved student learning despite a high number of new faculty. (ACSI Standard: School Personnel; WASC Criteria: Organization for Student Learning; School Report: pp. 4-9, 4-10; review of school documents; interview with administration)
3. The board of directors and administration for providing annual staff orientation and professional development in the philosophy of Christian education, which leads to camaraderie, better understanding of the school's policies and procedures, spiritual nourishment, professional growth, and curriculum development. (ACSI Standard: School Personnel; WASC Criteria: Organization for Student Learning; School Report: pp. 4-10, 4-12; review of school documents; interview with administration and staff)

##### **The committee recommends:**

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)

#### **SECTION 5.0: INSTRUCTIONAL PROGRAM**

Curriculum rooted in a school's philosophy provides direction and distinctiveness. Through the instructional program, students should develop a Christian view of God, humanity, and the world. This view should become the foundation for their personal values, goals, and lifestyle. Students should be well prepared for the next phase of God's will for their lives as a result of experiencing the instructional program of the Christian school.

The Christian school must take seriously the responsibility to be a quality school with an instructional program that is Bible-centric. It is imperative that schools have in policy the process by which revision and adjustment of the instructional program may be made. New teachers should not be allowed to change established course objectives without an approval process, since the curriculum belongs to the school, not the individual teacher.

Quality assessment of student learning provides a school with important data that assists a school in meeting the academic needs of the student population. Assessment of student learning is essential for aligning curriculum and instruction with the school's core values and student-learning outcomes.

**The committee commends:**

1. The board of directors, administration, and instructional staff for offering a J-term program that allows students to participate in a variety of classes not available during the normal school year. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 5-8; interview with administration and staff)
2. The administration and instructional staff for implementing a school-wide literacy program resulting in modified classroom instruction in grades K-5, increased resources for students who are below grade level, and planned strategies for helping parents support literacy development in the home. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: pp. 5-2, 5-6, 5-8; Response to Previous Major Recommendations, #1; interview with administration)
3. The administration and staff for offering Japanese language study and integrating rich cultural experiences into the curriculum, thus fostering respect for the host country and appreciation for cultural diversity in general. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: pp. 5-1 5-2, 5-3, 5-5, 5-8, 5-52 – 5-57; interview with administration, staff, parents)
4. The administration and instructional staff for teaching the school curriculum from a distinctly Christian worldview, recognizing that God and His Word are the center of all learning, thus integrating the school's philosophy into classroom instruction. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 5-2, all instructional section reports; interview with staff and parents)

**The committee recommends:**

1. **That the administration and instructional staff better define and utilize 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.

(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)
2. That the administration and instructional staff develop and implement strategies for standardizing the grading process, providing equity and fairness from teacher to teacher and from student to student. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: pp. 5-4, 5-8; interview with administration; Six Year Goals/Action Plans 2006-2012, Part I.5)
3. **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; review of Expected Student Outcomes; Six Year Goals/Action Plans 2006-2012, Part I.1)
4. **That the administration and staff develop 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.** (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)
5. That the board of directors and administration provide and document a professional growth plan for all administrators and instructional staff, across all disciplines, to improve instruction and increase learning effectiveness. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: pp. 5-3 – 5-9; interview with administration and staff; Six Year Goals/Action Plans 2006-2012, Part P.7)
6. That the board of directors and administration develop a plan for communicating an organizational understanding of the Christian worldview, including resources and effective methods by which to share that worldview through

classroom instruction, in order to support consistency in accomplishing the mission of the school. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 5-14; interview with administration and staff; *Six Year Goals/Action Plans 2006-2012*, Part E.2)

7. That the administration and instructional staff implement current plans for professional development to support school wide expectations for writing across the curriculum. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; interview with administration and staff; *Six Year Goals/Action Plans 2006-2012*, Part I. 3)

## **Elementary Instructional Program**

### **Elementary Bible**

#### **The committee comments:**

1. The instructional staff for keeping Christ as the central focus of all instruction and sharing the plan of redemption with all students in a way that is easily understood. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 5-10, 5-13; interview with staff)
2. The instructional staff for incorporating guest speakers into Bible class who share practical application of biblical principles from their personal lives, allowing students to make the connection between classroom instruction and lifestyle. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 5-13; interview with staff)

#### **The committee recommends:**

1. That the administration and instructional staff develop a plan for purposeful and meaningful ministry opportunities for elementary students, allowing them to put classroom instruction into practice. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 5-14; interview with administration and staff)
2. That the administration and instructional staff develop additional strategies and methods to assist second language learners who struggle with biblical vocabulary and language. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: pp. 5-12, 5-16; interview with administration and staff; *Six Year Goals/Action Plans 2006-2012*, Part I.7, M.1)

### **Elementary Mathematics**

#### **The committee comments:**

1. The instructional staff for their use of math games, visual aids, projects, and the computer lab with software for math games, drills, graphs, and tables, ensuring understanding of concepts in a variety of ways. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-18; interview with administration and staff; observation)

#### **The committee recommends:**

1. That the administration and instructional staff develop additional strategies and methods to assist second language learners who struggle with mathematical vocabulary and language. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: pp. 5-18, 5-19, 5-48; interview with administration and staff; *Six Year Goals/Action Plans 2006-2012*, Part I.7, M.1)

### **Elementary Science**

#### **The committee comments:**

1. The instructional staff for teaching science from a distinctively Christian viewpoint by focusing on God as the author and creator of all things. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-20)
2. The instructional staff for assisting ESL students through language development, hands-on experiments, comparing/contrasting, and relating what they see to real-life experiences. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-20; interview with administration)

**The committee recommends:**

No recommendations

**Elementary Social Studies****The committee commends:**

1. The instructional staff for centering social studies instruction around God's purpose as seen in cultural diversity, historical events, and governmental structures, supporting the philosophy and mission of the school. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: pp. 5-24, 5-26)

**The committee recommends:**

1. That the administration and instructional staff institute a plan for articulation between the elementary, middle school and high school instructors to ensure a smooth and effective transition between school divisions. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: pp. 5-24, 5-38; interview with administration and staff)

**Elementary Language Arts****The committee commends:**

1. The administration and instructional staff for integrating biblical truths and viewpoint in a secular elementary reading curriculum which encourages students to apply biblical principles to their own lives through the truths learned from the Bible. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: pp. 5-20, 5-23; interview with staff and students; observation)
2. The administration and instructional staff for employing a variety of assessments, including beginning-of-year assessments available from Harcourt Brace, to evaluate student learning in the areas of reading, writing, speaking and listening, in order to effectively measure student achievement of learning goals and plan or modify instructional strategies. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: pp. 5-21, 5-22, 5-23; interview with administration; observation)

**The committee recommends:**

1. That the administration and instructional staff develop standards and benchmarks in the areas of writing, reading, and oral language that are appropriate to the level and needs of the students in order to concentrate on instructional strategies and activities that are aligned with the school's expected learning outcomes. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: pp. 5-8, 5-23; interview with administration; *Six Year Goals/Action Plans 2006-2012, Part I.2*)

**Middle School Instructional Program****Middle School Bible****The committee commends:**

1. The instructional staff for utilizing the Bible as the main textbook for Bible instruction, supporting the centrality of Scripture and expected student outcomes. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: pp. 5-27; observation; *Expected Student Outcomes*)

**The committee recommends:**

No recommendations

**Middle School Mathematics****The committee commends:**

1. The instructional staff for utilizing hands-on projects and in-class activities that allow students to have significant and complex learning experiences. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-33)

**The committee recommends:**

1. That the administration and instructional staff develop additional strategies and methods to assist second language learners who struggle with mathematical vocabulary and language. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-30; interview with administration and staff; *Six Year Goals/Action Plans 2006-2012*, Part I.7, M.1)

**Middle School Science****The committee commends:**

1. The instructional staff for teaching science from a distinctively Christian viewpoint by encouraging students to realize that God is the center of every aspect of life, including science. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-34; interview with staff)
2. The instructional staff for providing students with multiple opportunities to engage in hands-on activities, lab experiments and a major project option once per quarter, enhancing student learning. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-35)

**The committee recommends:**

1. That the board of directors, administration and instructional staff acquire recently published reference books on science topics such as plants, fungi, insects and ecology, etc, to support the curriculum and strengthen instruction. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 6-4; interview with staff)

**Middle School Social Studies****The committee commends:**

1. The instructional staff for teaching social studies from a distinctively Christian viewpoint that assists students in developing a missions-centered view of the world. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-36)

**The committee recommends:**

1. That the administration and instructional staff review sixth and seventh grade curriculum and develop a plan that eliminates the repetition of material in order for student learning to be maximized. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-36; interview with staff; *Six Year Goals/Action Plans 2006-2012*, Part I.2)
2. That the administration and instructional staff institute a plan for articulation between the elementary, middle school and high school instructors to ensure a smooth and effective transition between school divisions. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: pp. 5-24, 5-38; interview with staff)

**Middle School English****The committee commends:**

1. The administration and instructional staff for broadening students' faith experience through integration of Christian world view into literature units, which offers opportunities for students to do reflective and analytical speaking and writing. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 5-33; observation)

**The committee recommends:**

1. That the administration and instructional staff develop standards and benchmarks in middle school language arts in order to focus on the needs of students and concentrate on instructional strategies and activities that are aligned with the school's expected learning results. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum

and Instruction; School Report: p. 5-35; interview with staff; observation; *Six Year Goals/Action Plans 2006-2012*, Part I.3)

## **High School Instructional Program**

### **High School Bible**

#### **The committee commends:**

1. The instructional staff for utilizing the Bible as the main textbook for Bible instruction, supporting the centrality of Scripture and expected student outcomes. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: pp. 5-27; observation; *Expected Student Outcomes*)

#### **The committee recommends:**

1. That the board of directors, administration and instructional staff evaluate, prioritize the need, and acquire additional supplemental material for Bible classes, in order to enhance instruction and student learning in this area. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 5-40; interview with staff)

### **High School Mathematics**

#### **The committee commends:**

1. The administration and staff for offering a comprehensive set of sequenced mathematics classes that include levels from business math to calculus, allowing students to move from one to the other based upon their performance on the prerequisite courses. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-45; transcript analysis; interview with administration)

#### **The committee recommends:**

No recommendations

### **High School Science**

#### **The committee commends:**

1. The instructional staff for teaching science from a distinctively Christian viewpoint by intertwining science and Christianity while teaching the revelation of God through the Bible as authority that does not contradict scientific fact. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-47)
2. The instructional staff for providing students with multiple opportunities to engage in hands-on activities, lab experiments and a major project option once per quarter, enhancing student learning. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-48)

#### **The committee recommends:**

1. That the board of directors, administration and staff acquire library reference materials for chemistry and physics to support the curriculum and strengthen instruction. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 6-4; interview with staff; *Six Year Goals/Action Plans 2006-2012*, Part I.6)

### **High School Social Studies**

#### **The committee commends:**

1. The instructional staff for infusing the study of social studies with a solidly Christian worldview, thus supporting the mission of the school and expected student outcomes. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: pp. 5-48, 5-49; interview of staff; observation)

#### **The committee recommends:**

1. That the administration and instructional staff institute a plan for articulation between the elementary, middle school and high school instructors to ensure a smooth and effective transition between school divisions. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: pp. 5-24, 5-38; interview of staff)
2. That the board of directors, administration and instructional staff evaluate, prioritize the need, and acquire additional supplemental material for social studies instruction, in order to enhance instruction and student learning in this area. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 5-49; interview of staff)

### **High School English**

#### **The committee commends:**

1. The administration and instructional staff for assessing prior learning through writing assignments at the beginning of the school year to determine students' level of competency in reading, vocabulary, grammar, and mechanics. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 5-45)
2. The administration and instructional staff for developing a curriculum with biblical integration that cultivates spiritual growth through evaluation of literary characters and application of truths learned to personal lives. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 5-45; observation)

#### **The committee recommends:**

1. That the administration and instructional staff establish a system for communicating information from outgoing teachers to incoming teachers which will assist in the preparation of appropriate instructional goals and strategies and assist teachers in meeting the unique needs of individual students. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 5-47; interview with administration and staff)

### **All-Levels Instructional Program**

#### **All-Levels Japanese**

#### **The committee commends:**

1. The administration and instructional staff for providing Japanese language instruction with a rich experience in the culture through cultural exchanges, group trips, and service projects, enhancing student learning beyond the classroom. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: pp. 5-53 – 5-57; observation)

#### **The committee recommends:**

1. That the instructional staff develop and implement a curricular plan of focused writing instruction for advanced students to ensure student learning consistent with the school's expected outcomes. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-57; *Six Year Goals/Action Plans 2006-2012, Part I.2*)

### **All-Levels Physical Education**

#### **The committee commends:**

1. The administration and instructional staff for incorporating Christian values and biblical truths in the curriculum, which strengthens students' understanding of sports play as God's gift and encourages them to use their talents to serve God and others. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 5-50; observation)

#### **The committee recommends:**

1. That the instructional staff utilize methods that will promote higher level learning experiences, which will enable students to develop important life skills. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report: p. 5-50; interview with administration; *Six Year Goals/Action Plans 2006-2012, Part I.4*)

2. That the administration, and instructional staff evaluate the physical education curriculum and develop age-appropriate benchmarks and assessment tools which will reinforce strengths and address weaknesses in the curriculum and will assist in meeting the needs of the students. (ACSI Standard: Instructional Program; WASC Criteria: Curriculum and Instruction; School Report, p. 5-51; interview with administration; *Six Year Goals/Action Plans 2006-2012*, Part I.2)

### **All-Levels Fine Arts**

#### **The committee commends:**

1. The instructional staff for teaching the fine arts from a distinctively Christian viewpoint by encouraging students to focus on God's purposes and creation, thus supporting the philosophy and mission of the school. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-63)
2. The board of directors and administration for hiring a full time art teacher and implementing art instruction K-12. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-63; interview with administration and staff)

#### **The committee recommends:**

1. That the board of directors, administration and staff develop plans to restore music instruction and performances at the school through the use of alternative/innovative funding sources. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-65; interview with administration)
2. That the administration and instructional staff revise and update the art curriculum documents to reflect current practice and bring consistency to the program. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-60; observation)

### **All-Levels Vocational Education**

#### **The committee commends:**

1. The administration and instructional staff for offering a variety of vocational classes that meet the interests of students and promote expected student outcomes. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: pp. 5-61, 5-62)

#### **The committee recommends:**

1. That the administration and instructional staff revise and update the vocational arts curriculum documents to reflect current practice and bring consistency to the program. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-61; observation)
2. That the administration and instructional staff develop a comprehensive technology education curriculum to prepare students for further studies and foster development of information technology skills. (ACSI Standard: Instructional Program; WASC Criteria: What Students Learn, How Students Learn, How Assessment is Used; School Report: p. 5-61; interview with administration; *Six Year Goals/Action Plans 2006-2012*, Part I.2)

## **SECTION 6.0: LIBRARY, MEDIA RESOURCES AND TECHNOLOGY**

The Christian school library, media center should be an integral part of the instructional program of the school. It should be a vigorous center for the promotion of learning. The book collection should be of high quality both in number and in the balance among the major classifications. Audiovisual, computer and other technological equipment should be adequate and appropriate and kept in good repair.

A quality media center requires the expenditure of significant amount of money over a sustained number of years. Money should be budgeted in a balanced effort to achieve media center goals. A quality center does not just happen; it grows gradually over an extended period of time with careful planning and adequate financing directed by trained persons who have vision and perseverance.

#### **The committee commends:**

1. The board of directors and administration for employing a full time librarian with a masters degree in library science, plus a 3 hour per day aide, to enhance the development and implementation of the media center program. (ACSI Standard: *Library, Media Resources and Technology*; WASC Criteria: *Curriculum and Instruction, Resource Management and Development*; School Report: p. 6-1; interview with staff; Prior Visiting Committee Report, p. 57)
2. The administration and staff for scheduling library time for all grade level students, both for entire classes and individual students, as well as open student access time during the school day from 12:00-1:00 and after school from 3:00-4:00. (ACSI Standard: *Library, Media Resources and Technology*; WASC Criteria: *Curriculum and Instruction, Resource Management and Development*; School Report: p. 6-2; interview with staff)
3. The board of directors, administration and staff for acquiring computers for elementary (10 units) and secondary (25 units) students and assembling them into labs in the media center. School schedules make the secondary computer labs available throughout the school day and before and after school. (ACSI Standard: *Library, Media Resources and Technology*; WASC Criteria: *Curriculum and Instruction, Resource Management and Development*; School Report: pp. 2-10, 2-11; interview with staff; observation)

**The committee recommends:**

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)
2. 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)
3. 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)

## **SECTION 7.0: STUDENT SERVICES - STUDENT ACTIVITIES**

Student activities are commonly recognized as the other side of education, the first side being the academic program. The Christian school must be certain the activities are carried out in a way that furthers the school's Christian philosophy of education. Activities of all kinds open unique opportunities for influencing students. In many cases the public display and testimony of a school's Christian philosophy is most evident in the arena of activities.

Activities have become so dominant in our culture that the school must assess carefully whether its programs are meeting the needs of its students. The extent of the activities program must be kept in balance with the other needs the school tries to meet. Balance should be sought in order to develop the abilities and gifts of all students.

**The committee commends:**

1. The administration, activities advisors, and student government members for their commitment in providing leadership and expertise necessary for the fulfillment of the goals and objectives of the student activities program. (ACSI Standard: *Student Services-Student Activities*; WASC Criteria: *Support for Student Personal and Academic Growth*; School Report: pp. 7-2, 7-3; interview with staff and students)
2. The administration, activities advisors, and student body for taking part in the maintenance and cleanliness of the school facilities before and after activities, which teaches responsibility, sense of ownership, and school spirit. (ACSI Standard: *Student Services-Student Activities*; WASC Criteria: *Support for Student Personal and Academic Growth*; School Report: p. 7-4; interview with staff and students; observation)

**The committee recommends:**

1. 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)

2. 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)

### **SECTION 7.0: STUDENT SERVICES – GUIDANCE SERVICES**

Four major elements should be obvious in the Christian school's guidance program: (1) dependence on God to work in every area, (2) the use of the Scriptures, (3) the love and concern of the faculty and other staff for the students, and (4) the understanding of basic principles of biblical guidance and counseling by those serving the students.

Guidance includes assessing and assisting the students in regard to their initial adjustment to the school, and continues with counseling as needed during subsequent years. Sound counsel requires an understanding of the student and includes assessments of ability and achievement. In the secondary school these responsibilities take on added significance as students begin to seek vocational direction and assess their academic preparation and the development of their gifts and personalities.

The goal of guidance services is to help each student become independent in learning how to discern the leading of the Lord in his/her life. This divine leading comes primarily through the practical application of the Scriptures in a natural manner to every aspect of life. It is also related to openness to the working of the Holy Spirit as He convicts, comforts, and leads the believing student both to know and to do God's will.

#### **The committee commends:**

1. The administration and guidance department for providing college information seminars for parents and students in grades 8-12, to prepare them for educational options beyond high school. (ACSI Standard: Student Services-Guidance Services; WASC Criteria: Support for Student Personal and Academic Growth; School Report: pp. 7-5)
2. The administration, instructional staff, guidance department, and chaplain for their commitment in providing guidance and assistance to students, which results in proper placement of students, improved learning results, spiritual direction, and parental involvement. (ACSI Standard: Student Services-Guidance Services; WASC Criteria: Support for Student Personal and Academic Growth; School Report: pp. 7-5, 7-9)

#### **The committee recommends:**

1. 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)
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)
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 I.3)
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)

### **SECTION 7.0: STUDENT SERVICES – HEALTH SERVICES**

During the school day and during all school activities, the Christian school is responsible for the health, safety, and general well being of each student. All school staff must take this responsibility seriously. Personnel working in health services should be qualified to perform the duties of the position. All staff members need a basic awareness of what

should be done in a health needs/injury situation, as well as know and consistently enforce the rules for health and safety. Staff should be taught to be safety conscious with a view toward prevention.

**The committee commends:**

1. The administration for providing first aid and CPR training annually to maximize effectiveness in treating ill or injured staff or students. (ACSI Standard: Student Services; WASC Criteria: Organization for Student Learning, School Environment, School Report, p. 7-14)

**The committee recommends:**

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, p. 7-12)

**SECTION 8.0: SUPPORT SERVICES - TRANSPORTATION**

Transportation is a constant challenge involving people and vehicles, both of which may raise expected and unexpected challenges. If the school offers vehicle transportation service to students, there are basic principles and laws regarding compliance. Both vehicles and drivers must be qualified, meeting whatever governmental regulations are applicable. Along with this, the school needs adequate insurance.

Drivers should be trained in handling students as well as skilled in driving their vehicles and should be respected by the students, parents, faculty, and staff. They should understand that they are serving God in this work. Schools that allow student drivers also must address a variety of issues.

**The committee commends:**

1. The administration for hiring transportation staff that are committed to the Christian faith and practice, are bilingual, and support the mission of the school. (ACSI Standard: Student Services, Transportation; WASC Criteria: Organization for Student Learning, School Report: p. 8-1)
2. The coaches and sponsors for driving school vans to off-campus games and other activities, making the co-curricular program possible and strengthening personal student growth. (ACSI Standard: Student Services, Transportation; WASC Criteria: Organization for Student Learning, School Report: p. 7-4 )

**The committee recommends:**

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)

**SECTION 8.0: SUPPORT SERVICES – FOOD SERVICES**

The time of day when students eat together is important. It is a time for social interaction, pleasant conversation, and instruction in thanksgiving, good manners, and disciplined volume levels. Menus should reflect careful nutritional planning while at the same time consisting of foods that the students like to eat. Foods should be attractive and pleasantly served. The areas for the preparation, storage, and serving of food should not be cramped or otherwise inadequate. Every area must meet local health codes for cleanliness and other standards. Food service personnel should understand their work is unto the Lord and is a form of ministry rather than just a job. They should be treated and respected as vital persons on the staff.

**The committee commends:**

1. The administration and food services staff for providing a tasty, abundant and well balanced lunch option for students and staff that meets the needs of many school families. (ACSI Standard: Student Services, Food Services; WASC Criteria: Organization for Student Learning, School Report: pp. 8-2, 8-5; interview with students; observation; 4/2003 Mid-Term Report: p. 43)

**The committee recommends:**

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*)
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*)

### **SECTION 8.0: SUPPORT SERVICES - SAFETY AND CRISIS PLANNING**

Parents entrust the care of their students to the school for a significant portion of each school day. Appropriate policies and procedures must be established to ensure that the school provides a safe and nurturing environment for the students as well as for the faculty and staff. A Crisis Management Plan is necessary for the various natural disasters, emergencies, etc., that arise.

#### **The committee comments:**

1. The administration, and staff for developing and practicing a school emergency plan, including staff training, that addresses a variety of emergency situations and has the safety of students as its chief concern. (ACSI Standard: Student Services-Safety and Crisis Planning; WASC Criteria: Organization for Student Learning; School Report: pp. 8-3, 8-4)

#### **The committee recommends:**

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)

### **SECTION 9.0: SCHOOL FACILITIES**

A person's initial impression about the Christian school is often formed by the appearance of the site, the buildings, and the grounds. More important than the cost and size of the buildings is an overall neat appearance. It is helpful to have good master site planning, good buildings, and adequate grounds for athletic fields and parking. A well-kept campus is a statement in itself about the quality of Christian and is a clear testimony about God, who has provided all if it and who has put it into the hearts of His people to maintain everything well.

Outdoor space should be planned, constructed, and operated as thoughtfully as indoor space, with consideration being given to the maximum enrollment at each school level. Outdoor areas for physical education classes, recess, athletics events, and parking require much planning to meet the present and projected needs of the school's programs. Safety and supervision issues must be carefully addressed in these facilities. The campus and buildings should be pleasing aesthetically. God has created all things beautiful. That truth should show through clearly at a school that bears His name in the educational world.

#### **The committee comments:**

1. The board of directors, administration and maintenance staff for providing aesthetically pleasing facilities that sustain the school program and are effectively used to carry out the school's purpose and student achievement of the expected student outcomes. (ACSI Standard: School Facilities; WASC Criteria: Resource Management and Development; School Report: pp. 9-1 – 9-13; observation)

#### **The committee recommends:**

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*)
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)