ACSI *Inspire* Evidence Guide

Introduction:

ACSI created this evidence guide for schools seeking clarity on what type(s) of evidence can be used to verify effectively meeting the indicators in the *Inspire* protocol. Each indicator contains a list of basic elements, important documents, or possible examples the school could provide when completing the self-study. **Schools are not required** to use this evidence guide as a checklist to determine what to upload, as schools are encouraged to select the most pertinent pieces of evidence that demonstrate how they effectively meet each indicator. However, some may find the examples beneficial. **Teams should not use this as a checklist to evaluate the school's self-study.** The following are a few important details:

- Schools should look at the indicator wording itself for any required elements/documents (such as Indicator 1.1 requiring "a written mission and statement of faith").
- There will be a designated place to upload any handbooks and manuals for the team to review in their entirety.
- Where a handbook or policy/procedure could be included as a possible piece of evidence for an individual indicator, upload only the specific page(s) that are applicable to that indicator (along with an indication of the title of the manual where the excerpt can be found).

Provide only the **best 3 or 4 pieces of evidence** that demonstrate how the school effectively meets each indicator (more is not always better). For indicators such as 8.1 (and others requiring curriculum documentation), schools could provide a direct link to their curriculum documents.

PURPOSE DOMAIN	
Standard 1: **Mission, Beliefs, and Foundations**	**The school operates from a written mission and statement of faith that outline its biblical foundations and beliefs. The school identifies and assesses its expected student outcomes and uses results to drive decisions throughout operations and programs.**
	- Indicator 1.1: The school's mission, statement of faith, expected student outcomes, and any other foundational documents are written, collaboratively and systematically reviewed for effectiveness, and communicated to its stakeholders. - Mission Statement - Statement of Faith - Expected Student Outcomes - Review process (governing body/leadership meeting minutes) - Indicator 1.2: The school's mission is evident throughout the programs, operations, and curriculum and is promoted by the leadership. - Examples might include: meeting notes/debrief determining mission fit of particular programs and events, overall evidence of broad application of mission in classrooms, curriculum, programs, and events

	● Indicator 1.3: The school's admissions criteria and program expectations are clearly communicated to ensure alignment with its mission and goals.
	
	    o Admissions policy/criteria
	
	    o Prospective family information
	
	    o Expectations for admitted students (such as would be included in a handbook)
	
	    o Signed agreements with applicable handbook(s)
	
	● Indicator 1.4: The school assesses its academic and non-academic expected student outcomes and uses results to drive decisions throughout operations and programs.
	    o Method/instruments used to measure achievement of ESOs
	
	    o Professional development plans regarding results of needs assessments

Standard 2: **Spiritual Formation & Biblical Worldview Development**	**The school facilitates spiritual formation of students, provides opportunities for discipleship and outreach, and fosters the development of a biblical worldview. Spiritual growth toward maturity in Christ is a priority throughout school programs, is regularly assessed, and is modeled by faculty and staff.**

	● Indicator 2.1: The school intentionally cultivates a biblical worldview and spiritual formation through school programs, assesses the effectiveness of those programs, and uses the results for school improvement.
	
	    o Expected Student Outcomes (with spiritual indicators)
	
	    o Methods/instruments used to assess effectiveness of additional programs such as after school clubs, extra curricular activities, sports programs, etc.
	
	● Indicator 2.2: Spiritual formation includes the development of Christian character through discipleship, mentoring, and outreach opportunities.
	
	    o Discipleship, mentoring, and outreach activities
	
	● Indicator 2.3: Faculty and staff model active church participation and encourage church involvement among students and families.
	
	    o Methods used to model and encourage church participation and involvement by faculty and students

Standard 3: **Governance and School Leadership**	**The school has a Christ-centered governing body that functions within clearly defined roles and responsibilities, establishes governance policies, participates in strategic planning, and advances organizational effectiveness. The head of school works collaboratively with school leadership to implement policies and procedures, support effective instructional practices, and drive school improvement.**
	● Indicator 3.1: The school has established a Christ-centered governing body that reflects a clear commitment to the mission and biblical foundations of the school. The governing body engages in systematic orientation for new

members, self-evaluation, and professional development concerning governance best practices.

- o Signed statement of faith or written testimonies
- o Governing body orientation policy or materials and evidence of implementation
- o Governing body self-evaluation policy/record
- o Ongoing governing body professional development practices

- Indicator 3.2: The governing body develops, implements, and systematically reviews its written policies and procedures contained in their policy manual. They make informed and responsible decisions to advance organizational effectiveness, participate in strategic and succession planning, ensure the financial stability of the school, and review the accomplishment of the mission of the school.

  - o Governing body policy manual
  - o Governing body minutes, agendas, or documents that demonstrate:
    - ▪ Review of written policies and procedures
    - ▪ Strategic and succession planning
    - ▪ Financial oversight
    - ▪ Review of accomplishment of student outcomes

- Indicator 3.3: Governing body policies establish a clear delineation of roles and responsibilities between itself and the head of school. Practices demonstrate that relationships and scope of authority are well defined and function appropriately. The head of school is the organizational link between the governing body and the school. (See Guidelines & Requirements for Governance)

  - o Policy defining role of governing body and HOS and relationship between them
  - o Job responsibilities/description of governing body and officers
  - o HOS job description
  - o Examples or descriptions that demonstrate a healthy relationship between governing body and HOS

- Indicator 3.4: The governing body conducts a clearly defined and written evaluation of the head of school that is administered annually with his/her participation. The evaluation is designed to improve leadership capacity, professional practice, and organizational effectiveness.

  - o Policy on HOS evaluation
  - o Sample HOS evaluations & goals (some redactions would be appropriate)

- Indicator 3.5: The head of school oversees day-to-day operations of the school and works collaboratively with school leadership to develop, implement, and communicate policies and procedures; support effective instructional practices; and drive school improvement.

	o Administrative policies/procedures manual and/or faculty/staff handbook o Parent/student handbook(s) o Organizational chart o Documentation of collaboration (such as meeting notes) o Examples of continuous improvement planning ● Indicator 3.6: School leadership collaboratively reflects on their team's effectiveness and develops plans for growth as appropriate for the leadership team structure. (See Appendix A) o Examples could include: succession plans for school leaders, leadership training opportunities, leadership growth plans/tracts, adjustments based on strengths of individuals, etc.

RELATIONSHIPS DOMAIN	
Standard 4: **Caring Environment & Positive School Culture**	**The school develops a Christlike culture in which staff and students demonstrate respect, sensitivity, and responsiveness to individual needs and differences.**
	● Indicator 4.1: The school fosters a Christlike culture characterized by a compassionate, caring, and respectful environment that is sensitive to the diverse backgrounds and cultures, as well as varying needs, of each student and family. o Examples could include: anecdotal stories regarding Christlike culture of school, sample communications, diverse resources available to students, student support policy and documentation ● Indicator 4.2: The school fosters a culture in which students are known and supported through intentional connections with faculty and staff. o Examples of how students are supported by adult advocates (such as homeroom programs, small groups, informal mentoring relationships) ● Indicator 4.3: The school has established written policy, based upon biblical principles, for resolving conflicts. o Conflict, complaint, and/or grievance policy(ies)
Standard 5: **Stakeholder Engagement**	**The school engages stakeholders in ways that develop community, promote accountability, and improve institutional effectiveness.**

	● Indicator 5.1: Regular and effective two-way communication between school personnel and stakeholders promotes a culture of participation, transparency, and accountability.
	
	    o Examples could include: communications between teachers and parents, parent/teacher conference documentation, parent group meeting notes/minutes
	
	● Indicator 5.2: The school collects stakeholder feedback and data, including survey and demographic data, and conducts analyses to improve instructional and operational practices.
	
	    o Examples could include: highlights from survey results, information gathered through other feedback avenues, internal analysis of survey results, application of feedback to program improvement initiatives
	
	    o Demographic data analysis
	
	● Indicator 5.3: Collaboration is valued and cultivated in the school culture. Faculty and staff members are invited to participate through perspectives, ideas, and solutions to improve institutional effectiveness while promoting a sense of community.
	
	    o Examples could include: jointly developed documents, activities, discussions, and meeting notes

Standard 6: **Community Engagement**	**The school provides opportunities to engage with local, national, and global communities in ways that make a positive impact on students and build relationships outside of school.**

	● Indicator 6.1: The school networks and engages with the surrounding community and local ministries, as appropriate.
	
	    o Examples could include: schedules or narrative description of community engagement, student feedback/debrief, surveys, journaling
	
	● Indicator 6.2: The school connects with national or global communities to provide opportunities for students to serve as appropriate.
	
	    o Examples could include: schedules or narrative description of connection with national or global communities, student feedback/debrief, surveys, journaling
	
	● Indicator 6.3: Students are positively impacted by their engagement with local, national, and/or global communities.
	
	    o Examples could include: positive student impact samples (testimonies, anecdotal stories, journal entries) and survey data

TEACHING & LEARNING DOMAIN	
Standard 7: **Instructional Program**	**The school provides an instructional program that promotes a biblical worldview; supports the school's expected student outcomes; and fosters high student engagement, critical thinking, and academic growth.**

- Indicator 7.1: The school provides a biblically based instructional program that integrates a biblical worldview throughout each discipline.
    - o Comprehensive curriculum documentation (See Appendix B Curriculum Documentation Requirements)
    - o Examples of lesson plans, activities, events, and/or projects where a biblical worldview is integrated.
- Indicator 7.2: The school incorporates a variety of challenging, collaborative, motivational, learner-centered, and authentic learning experiences to promote student engagement and independence.
    - o Examples could include: student engagement activities, student projects, authentic/hands-on experiences, application opportunities for students, critical thinking strategies, differentiated teaching practices, and lesson plans
- Indicator 7.3: A variety of teaching techniques and research-based instructional strategies are implemented, monitored for effectiveness, and adjusted to meet individual interests and ability levels.
    - o Examples could include: samples of lessons utilizing research-based instructional strategies, ways teachers monitor progress, and adjustments made to meet individual student needs
- Indicator 7.4: The school implements current uses of technology to enhance teaching and learning and to prepare students for future academic and career success.
    - o Examples could include: samples of teacher training in technology use and integration, description of technology use within the classroom, assignments where technology use is required
- Indicator 7.5: The instructional program includes Bible as a required core subject. The school places a similar emphasis on Bible Instruction as in other core subjects, incorporating engaging learning experiences and instructional strategies.
    - o Examples could include: list of required Bible courses, Bible course lesson plans, graduation requirements, course descriptions, and contained classroom schedules
- Indicator 7.6: Instruction and programs provided by outside personnel meet safety and instructional guidelines established by the school, including the incorporation of a biblical worldview. (See Guidelines for Instruction from Outside Sources and for Outside Contracted Teachers)
    - o Policy on use of outside staff and contractors for instruction
    - o List of all current outside personnel with positions/duties

Standard 8: **Curriculum Planning**	**The school develops, implements, and maintains curriculum documentation across grade levels and subject areas that effectively supports quality instruction.**

	● Indicator 8.1: Comprehensive curriculum documentation is utilized to provide clear instructional guidance across grade levels and subject areas.
	
	   o Comprehensive curriculum documentation (See Curriculum Documentation Requirements and below)
	
	   o Examples of curriculum implementation could include: notes from various faculty/departmental staff meetings indicating use of curriculum documents, training on use of curriculum documentation
	
	● Indicator 8.2: Curriculum documentation demonstrates the alignment of content standards, objectives, instructional activities, and assessments.
	
	   o Comprehensive curriculum documentation showing standards alignment (see Curriculum Documentation Requirements)
	
	● Indicator 8.3: Curriculum documentation is updated regularly through a collaborative review process.
	
	   o Schedule of curriculum review, evidence of ongoing updates
	
	   o Curriculum evaluation criteria
	
	   o Agenda or notes from curriculum review meetings

Standard 9: **Assessment & Use of Learning Data**	**The school conducts and analyzes varied and authentic assessments to monitor and evaluate student learning. The school then utilizes results to inform decision making.**

	● Indicator 9.1: The school systematically collects data from a range of assessments. The school provides feedback to students and communicates assessment results to stakeholders as appropriate.
	
	   o Examples could include: list of assessments utilized, assessment schedule, samples of classroom assessments, feedback given to students, reports to parents and other stakeholders regarding assessment results.
	
	   o Examples of feedback to students and reports to parents and other stakeholders regarding assessment results
	
	● Indicator 9.2: The school analyzes student assessment data including progress of individual students, schoolwide trends, and disaggregation of data in meaningful ways. Teachers are trained to understand applicable assessment data.
	
	   o Examples could include: an overview of the school's process to analyze assessment data, meaningful ways in which the school disaggregates data, schoolwide trends, comparisons to outside groups, teacher training materials/outlines, etc.

	● Indicator 9.3: Teachers effectively utilize assessment data for improving classroom instruction to achieve student outcomes. Instructional leaders use assessment results to inform educational decisions and drive long-range planning. ○ Examples could include: specific ways assessment data has been used to adjust instruction, explanation for why trends might be occurring, how analysis of assessment results have contributed to the school's goals for improvement, etc.
Standard 10: **Professional Development & Evaluation**	**The school plans and implements a coordinated program of professional development and evaluation that results in improved professional practice and increased student achievement.**

	● Indicator 10.1: The school's professional development program encourages a growth mindset among faculty and school leadership, focusing on best practices and meeting student needs. The professional development program includes training in the Bible, biblical integration, and Christian philosophy of education.
	    ○ Documentation of professional development activities over past 2 years
	    ○ Plans and examples of ongoing professional development, to include Bible, biblical integration, and Christian philosophy of education training for faculty
	● Indicator 10.2: A systematic and collaborative process for evaluation of school leadership and instructional staff includes clearly communicated criteria, written goals, and growth plans appropriate for each position. Integration of a biblical worldview is included in the evaluation of instructional staff.
	    ○ Written evaluation policy/procedures
	    ○ Completed evaluation documents
	    ○ School leadership and instructional staff growth plans, including Bible study and Christian philosophy of education
	● Indicator 10.3: Professional development and teacher evaluation processes result in effective instructional practices that promote increased student achievement.
	    ○ Examples could include: teacher improvement goals set and completed, instructional practices adjusted as a result of the evaluation and professional development cycle

EXPERTISE DOMAIN*	
Standard 11: **Legal & Ethical Compliance**	**The school complies with applicable laws and regulations, while not compromising the biblical foundations of the school, and implements written policies to promote institutional effectiveness.**
	Every accreditation protocol must verify required elements for schools. Some of these items are included because they significantly impact the health and safety of students and others are included because they affect the organizational effectiveness of the school. Many are required by state law or other authorities. Examples of items that must be addressed are fire drills, background checks, and grievance policies (see the *Standard 11 Checklist* for a complete list). These items will be assembled by a school and shared with the visiting team chair either in person, or in a virtual format, during a pre-visit, allowing more time to be spent on conversations that promote school improvement during the actual team visit. ● Documentation of checklist items
Standard 12: **Staff Qualifications & Human Resources**	**The school maintains human resource policies and implements practices that ensure the employment, management, and evaluation of qualified and competent Christian personnel to enhance organizational effectiveness.**

	● Indicator 12.1: The school requires all employees to provide evidence of a clear testimony of faith in Christ and agreement with the school's statement of faith and code of ethics.
	
	  o Documentation requiring testimony of faith in Jesus Christ (could be contained within the application or elsewhere in a hiring policy/process)
	  o Signed agreement with the school's Statement of Faith (could be contained within a contract/handbook)
	  o Signed agreement with code of ethics (could be contained within a contract/handbook)
	
	● Indicator 12.2: The school ensures that all personnel are qualified for their positions or roles within the school. Faculty and school leadership meet current ACSI requirements for certification/licensing or an approved alternative. (See Meeting Indicator 12.2)
	
	  o Examples for non-instructional staff could include: job descriptions, job postings, and sample HR files
	  o Certification Spreadsheet (as designed by ACSI) or alternative documentation for approved schools (such as Exemplary or School-Based Professional Development.)
	
	● Indicator 12.3: The school engages in succession planning and the development of emerging leaders. (See Succession Planning & Leadership Development)
	
	  o Examples could include: leadership development or training program materials, plan for the appropriate transfer or delegation of leadership responsibilities should the sudden need arise

	• Indicator 12.4: The school provides a written annual evaluation of non-instructional staff, with appropriate training and follow-up to enhance growth and development.
	
	    o Examples could include: job descriptions, HR files, list of trainings provided, completed evaluation documents, and evidence of follow up
	
	• Indicator 12.5 The school maintains written human resource policies that reflect current law, implements ethical employment practices, delivers applicable training, and provides appropriate supervision of all staff.
	
	    o Examples could include: HR policy manual regarding employee harassment, mandated reporting, background checks, etc.
	
	    o Excerpts from faculty/staff handbook, training calendar/schedule, and organizational chart
	
	• Indicator 12.6: School leadership ensures staff members know and understand the ethical considerations of their respective positions (such as personal boundaries, conflicts of interest, copyright infringement, confidentiality, etc.)
	
	    o Examples could include: excerpts from faculty/staff handbook, code of ethics document (if separate), and training on appropriate ethical considerations

Standard 13: **Student Support Services**	**The school provides advising and support services that assist students in preparing for future success while considering the unique needs of each student.**

	• Indicator 13.1: The school prepares students for a successful transition between grade levels and division levels.
	
	    o Examples could include: student orientation programs, communication with parents/students, description of academic counseling services, agenda/notes of informational meetings, and schedule of meetings with students
	
	• Indicator 13.2: The school provides opportunities for exploration of careers and academic counseling to prepare students for future success.
	
	    o Examples could include: college and/or career days, field trips, guidance handbook, parent meetings, electronic programs that help students investigate career opportunities (such as Naviance), lesson plans that include career exploration, and career/college entrance/aptitude testing services
	
	• Indicator 13.3: The school has a process in place to identify and address the individual spiritual, academic, social, emotional, and physical needs of students.
	
	    o Examples could include: screening and identification processes, tests administered, communication with teachers and parents, written processes for referral, listing of outside resources available to students/parents, faculty professional development,

	resources/programs for gifted students, student training programs, student events, and chapel/discipleship programs

* Expertise & Resources are part of the same Domain in the *Flourishing School Culture Model.* They were divided into separate Domains for the *ACSI Inspire* accreditation protocol to provide clarity for this particular function, but Flourishing School or Professional Development resources provided by ACSI for Expertise and Resources will be part of the same Domain.

RESOURCES DOMAIN*	
Standard 14: **Financial Oversight**	**The school operates with integrity through sound financial practices that promote institutional effectiveness and financial stability.**

	● Indicator 14.1: Financial policies and procedures are established and implemented to guide all financial operations and business practices with integrity and in accordance with biblical principles. Financial and business oversight is entrusted to those who possess the appropriate qualifications or experience.
	
	    o Financial policies, procedures, and sample reports
	
	    o Qualifications/experience of those with financial oversight
	
	● Indicator 14.2: The school equitably budgets for personnel, facilities, and resources. The budget is carefully constructed with appropriate input and prioritizes the funding of student outcomes.
	
	    o Annual budget
	
	    o Budgeting process documentation
	
	● Indicator 14.3: The school's finances are reviewed* by an independent CPA who has no vested interest in the school. The findings and recommendations are used to improve systems and operations, as appropriate. (*See Meeting Indicator 14.3)
	
	    o Financial audit/review/compilation
	
	    o Documentation on how any recommendations from the independent CPA were addressed

Standard 15: **Resource Planning**	**The school engages in long-range planning to maintain viability, provide sufficient resources, and ensure appropriate staffing to fulfill the school's mission.**

	● Indicator 15.1: The governing body and school leadership engage in long-range planning, using enrollment trends and financial models, to promote school viability and longevity.
	
	    o Strategic plan
	
	    o Documentation/description of planning process
	
	    o Enrollment trends and models

	● Indicator 15.2: The governing body and school leadership provide fair and equitable compensation for staff members. Compensation levels promote employee well-being and aid in retention and recruitment of qualified staff.
	
	   o Salary schedule or applicable compensation documentation
	
	   o Comparison information, or surveys/other documentation, utilized to determine appropriate compensation levels

Standard 16: **Facilities & Transportation**	**The school provides facilities that are safe, secure, well-maintained, and adequate to fulfill the school's mission. Facilities and transportation, as provided, operate according to applicable legal and safety requirements.**

	● Indicator 16.1: The school facilities are safe, secure, and well-maintained. Written procedures regarding facility maintenance are routinely implemented with appropriate documentation. Facilities are organized and developmentally appropriate for the students served.
	
	   o Facilities maintenance plan/documentation
	
	   o Examples could include: facilities maintenance plans/documents, list of recent updates/upgrades, evidence of developmentally appropriate playground and classroom equipment, etc.
	
	● Indicator 16.2: Transportation policies are documented, monitored, and implemented.
	
	   o Evidence could include: written policies for transportation such as: field trip policies, parent driver qualifications and credentials, proof of insurance regulations, driver rosters, etc.
	
	   o Documentation of regular maintenance/repairs

Standard 17: **Instructional Resources**	**The school curates and provides instructionally appropriate resources to support and enhance the educational program.**

	● Indicator 17.1: The school identifies and provides appropriate physical and digital instructional resources that prepare students for success at the next educational level.
	
	   o Examples could include: description of how resources are selected, examples of adequate resources to prepare students for the next level (such as readiness for high school, readiness for college, readiness for vocation after high school), etc.
	
	● Indicator 17.2: Instructional resources include those with biblical and global perspectives.
	
	   o Examples could include: lesson plans, examples of book lists/titles, programs/special days, etc. focused on biblical and global perspectives
	
	   o Description of how instructional resources represent the diversity of the school and its surrounding community

| | ● Indicator 17.3 Staff and students are trained to responsibly utilize instructional resources that support teaching and learning. |
| | o Examples could include: training schedules/documentation, acceptable usage policy for staff and students, media policies, lesson plans, and curriculum documentation |

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DOMAIN 6: WELL-BEING	
Standard 18: **Health and Safety**	**The school operates from written policies and procedures that ensure the health and safety of staff, students, and campus visitors.**

	• Indicator 18.1: A comprehensive written security and crisis management plan has been developed, implemented, regularly reviewed, and supported by appropriate training for all staff, students, and volunteers. The plan includes a strategy for communication with legal authorities and stakeholders in the event of a crisis.
	
	    o Written security and crisis management plan
	
	    o Documented review of plan (with revision as necessary)
	
	    o Documented training for staff, students, and volunteers
	
	• Indicator 18.2: Policies and procedures which promote social and emotional health and safety both prevent and address situations including harassment, intimidation, and bullying, with clearly defined conduct expectations for students, staff, parents, and volunteers. The school provides appropriate training on harassment, intimidation, and bullying for staff and students.
	
	    o Harassment, Intimidation, and Bullying (HIB) policy
	
	    o Documented expectations and training for students, staff, and volunteers
	
	• Indicator 18.3: The school has developed child safety policies and procedures that address child abuse, sexual abuse, and neglect, as well as legal/mandated reporting responsibilities for staff and volunteers. Training and conduct expectations for students, staff, and volunteers are clearly established.
	
	    o Child safety policy regarding recognizing and responding to abuse, including reporting responsibilities
	
	    o Documented training and conduct expectations for students, staff, and volunteers

Standard 19: **Staff Wellness**	**The school provides all personnel with a Christ-centered work environment, appropriate support, and encouragement to pursue a healthy lifestyle.**

	• Indicator 19.1: The school provides a Christ-centered working environment characterized by elements such as positive relationships, mutual encouragement, prayer support, and Christian community.
	
	    o Examples could include: promotion of Christian community by leadership, devotions, chapel, and prayer partners
	
	• Indicator 19.2: The school provides new personnel with adequate onboarding and support.
	
	    o Documentation of support for new teachers

	o Onboarding schedules, training opportunities, etc.
	● Indicator 19.3: The number of school leaders, faculty, and staff is sufficient for the scope of the school.
	o Examples could include: faculty schedules; feedback from faculty, non-instructional staff, parents, and students
	● Indicator 19.4: Policies and practices related to employee well-being set healthy and realistic expectations with a focus on work-life balance.
	o Examples could include: policies regarding time commitment expectations, church involvement, available time off; feedback from faculty and non-instructional staff; and other available resources for overall well-being support
Standard 20: **Student Wellness**	**The school provides a distinctively Christian environment in which students are well cared for, feel supported and secure, and are encouraged to pursue godly and healthy living.**
	● Indicator 20.1: From a biblical perspective, the school cultivates an emotionally healthy environment in which students experience support in their social/emotional development.
	o Examples could include: available resources; student connections to supportive adults in school community; and feedback from students, parents, and/or faculty
	● Indicator 20.2: The school provides instruction and programs that emphasize and encourage godly and healthy living habits.
	o Examples could include: lesson plans, curriculum documentation, description of healthy initiatives, athletic programming, other extra-curricular activities, and chapel information
	● Indicator 20.3: The school provides student activities that are consistent with the mission of the school, varied in focus, and reflective of the needs and interests of students.
	o Examples could include: list of curricular and extracurricular activities; feedback from students, parents, and faculty; adjustments made based on student population or preferences

…so that you may approve the things that are excellent, in order to be sincere and blameless until the day of Christ. **Philippians 1:10**